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Collegiate Education of Disadvantaged Population
—Education for Equity

Answers to Some Interrogations on Computer Assisted Learning

Vice-Chancellor's Appointment
—Need of Successor Planning

Enrichment of Commerce Curriculum

Universities — The National Symbols
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SUTINDER SINGH

Collegiate Education of Disadvantaged Population —Education for Equity

M.L. Sisodia*

Introduction

There has been rapid expansion of higher education system in terms of enrolment, number of institutions, growth rate, etc since independence. The system has undergone a unique transformation from an elitist to an egalitarian one^{1,2}. Therefore, all sections of the population have gained as a result of the enlargement of the system. However, the disparities between the disadvantaged groups³ viz Women, Scheduled Castes (SC), Scheduled Tribes (ST), Other Backward Classes (OBC) and Minorities (Chhana 1993) and non-disadvantaged groups have continued. Therefore, there is need to provide special care and opportunities to the traditional disadvantaged population in a democratic society such as ours, which stresses egalitarianism, social justice and economic development for all sections of society. It is with this in view that the Indian Constitution provides an ideal of 'Equality of opportunities'.

Education Commission⁴ (Kothari Commission 1964-65), also observed and states, "one of the important social objectives of education is to equalize opportunities enabling the backward and under-privileged classes and individuals to use education as a lever for the improvement of their conditions. Every society that values social justice and is anxious to improve the lot of talent must ensure equality of opportunity to all sections of society."

The National Policy of Education⁵ (1986 updated 1992), states that, "the new policy will lay special emphasis on the removal of disparities and to equalise educational opportunity by attending to the specific needs of those who have been denied equality so far (Para 1 NPE 1992)".

The objectives specified in the NEP are in the best interests of a democratic society and for the first time "equality" is prioritized over other things. The policy statement seeks to remove inequalities based on gender, race, religion, region or cast together with an improvement of quality⁶.

Accordingly, efforts have been made to ensure greater access to the disadvantaged groups² by making provisions for freeships, scholarships, and reservation. On 4th May 1999 the state cabinet decided to have 49 per cent reservation for SC/ST/OBC in all the disciplines of education i.e. medical, engineering, management, pharmacy etc. (16 per cent SC, 12 per cent ST and 21 per cent OBC). Earlier there was 8 per cent reservation for SC and 6 per cent reservation for ST and no reservation for OBC etc. in educational institutions. For some categories admission qualifications are also relaxed. The provisions coupled with the expansion of the system (as mentioned earlier) have helped in reducing disparities to some extent².

In this paper an attempt is made to describe the Collegiate Education of these disadvantaged population in the State of Rajasthan vis-a-vis the national scenario since the revised NPE 1992 when its Programme of Action came into operation. On the basis of socio-cultural and socio-

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religious conditions, the following categories of state population³ are taken as disadvantaged groups for the present study:

1. Women 2. Scheduled Castes 3. Scheduled Tribes 4. OBC and 4 Minorities. The state population data of women, SC and ST according to 1991 census are given in column II of Table 3. It also gives the population of men in the state. Figures in round brackets indicate percentage to the total population.

Enrolment

The first and foremost indicator^{2,9} of educational progress of the disadvantaged students in the field of collegiate education is their enrolment. Table 1 provides data on women SC, ST, OBC and minorities in the years following NPE (revised, 1992) and Programme of Action (1992). The percentage of enrolment of the respective groups of disadvantaged population to the total enrolment is also given in Table 1. (see at page 6)

With respect to the enrolment of women students, it can be observed from Table 1 column I that, during the years following NPE (1992) and POA (1992) out of the total number of students enrolled the percentage of women increased from 29.1 per cent in 1993-94 to 32.6 per cent in 1998-99. It is significant to note (Table 4) that women enrolment in higher education in the state, more or less, has reached to the recommended proportion of 33 per cent by the Kothari Commission (1964-66). This increase could be linked with the growth of women colleges during the period as shown in Table 2. The national percentage of women students to the total in 1996 is 37.19 and for 1997 it is 36.06 (MHRD Annual Report 1998). In case of SC during the years following NPE (1992) it is increased from 10.25 per cent in 1993-94 to 11.81 per cent in 98-99. Similarly ST students increased from 7.21 per cent to 7.83 per cent, OBC students from 7.89 per cent 1994-95 to 10.48 per cent 1998-99. As regard the minority students it can be noted that the percentage fluctuates, at the best it is average to 3.16 per cent to total enrolment.

Table 2. Growth of Colleges

Year	I	II	III	IV	V	VI	VII
1990-91	118	44	169	—	—	—	—
1991-92	119	47	166	1	3	4	1:3
1992-93	121	48	169	2	1	3	1:2
1993-94	122	49	171	1	1	2	1:1
1994-95	121	51	172	-1	2	1	—
1995-96	129	71	200	8	20	28	5:2
1996-97	131	81	212	2	10	12	5:1
1997-98	139	97	236	8	16	24	2:1
1998-99	147	110	257	8	13	21	1.6:1

1. Heading of Various Columns are :

- No. of Co-Educational Colleges II. No. of Women's Colleges III. Total No. of Colleges IV. Increase in Co-Educational Colleges from the preceding year V. Increase in Women's Colleges from preceding year VI. Total increase from the preceding year VII. Ratio of increase of women's colleges to Co-Educational colleges.
- Base year is 1990-91, when 118 co-educational colleges and 44 women's colleges were existing.

It is noted from Table 1 that SC, ST, OBC and minority women enrolment also increased during the years following NPE (1992). However, the women percentage of SC/ST students in the country is 12.25 in 1996 (Powar 1997) which is much higher as compared to the State of Rajasthan (Table 4), where SC women per cent is 3.45 and ST women per cent is 1.50.

In Table 3 (see at page 6) the participating rate of eligible population (i.e. population in the age group of 18-24 years) in collegiate general education is given for SC, ST, women and men for the years following NPE 1992. It is observed that SC participating rate in higher education increased from 1.9 per cent in 1993-94 to 4.02 per cent in 1998-99. Similarly ST participating rate increased from 1.8 per cent to 3.7 per cent, and women participating rate increased from 1.90 to 4.02 as compared to men participating rate from 4.23 to 7.57.

The enrolment ratio between male and female students is given in Table 4. In last row the national ratio is also given. It is noted that the total enrolment ratio, between male and female has marginally come down from 3.4 : 1 (1993-94) to 3.07 : 1 (1998-99) against national ratio of 1.69 : 1 (1996). In the case of SC it came down from 14.9 : 1 to 8.02 : 1, Male and female ratio for ST also came down from 22.6 : 1 to 12.05 : 1. However, there is hardly any change between male and female student ratio of OBC during 1993-94 to 1998-99. This ratio came down from 3.7 : 1 to 2.7 : 1 in case of minority group.

Table 4. Male/Female Ratio (Enrolment in Colleges)

Year	Enrolment	SC	ST	OBC	Minority
1993-94	3.4:1	14.9:1	22.6:1	NA	NA
1994-95	3.8:1	14.04:1	24.6:1	4.2:1	3.7:1
1995-96	3.2:1	12.59:1	20.6:1	5.08:1	3.56:1
1996-97	3.25:1	10.5:1	17.13:1	4.35:1	3.12:1
1997-98	3.1:1	9.7:1	14.94:1	5.4:1	3:1
1998-99	3.07:1	8.02:1	12.05:1	4.5:1	2.7:1
National (1996) (Powar 1997)	1.69:1	2.60:1		NA	NA

In brief, it can be said that disparities between disadvantaged and non disadvantaged population is reduced due to policy thrust and steps taken by the state. The state is far behind the national average, as mentioned earlier. Thus the objective of equity is illusive (Table 3, 4th row).

Faculty Wise Enrolment

Faculty wise percentage enrolment in collegiate education for the year 1997-98 is shown in Fig. 1. By and large such is the trend in other years. Therefore, it may be concluded that in these years predominately female and other disadvantaged students as well non-disadvantaged groups enrolled in the Faculty of Arts and Social Sciences, (>60%) followed by Science(>15<20%) and Commerce (>10%<15%). Negligible percentage of students enrolled in Agriculture, Law, Home Science and other Vocational courses.

This is mostly because most of the colleges do not provide facilities for all the faculties. The vocational courses are conducted in few colleges with limited intake capacity. In 1997-98 there were 97 women colleges. The faculty wise distribution is as follows :

Table 5

S No.	Number of Faculties	Faculties	No. of Colleges
1.	Four Faculty Colleges	(a) Arts, Science, Commerce, Home Science	1
2.	Three Faculty Colleges	(a) Arts, Science, Commerce (b) Arts, Science, Home Science	14
3.	Two Faculty Colleges	(a) Arts and Commerce (b) Arts and Science	29
4.	One Faculty Colleges	(a) Arts (b) Science (c) Home Science	41
5.	Total		97

It is noted that 92 colleges have the faculty of Arts, 44 colleges have the Commerce faculty and 23 have Science faculty. It shows that there is a large intake capacity in the faculty of Arts and Social Sciences, naturally more women students are enrolled in the faculty of Arts. It is the same in the case of male students and in other disadvantaged groups.

Thus, a large percentage of disadvantaged students as well as non disadvantaged students are in Arts and Social Sciences courses. Therefore, the objective of economic empowerment of population through education in the state seems to be illusive, particular for disadvantaged groups. It is correctly pointed out, in a recent seminar¹¹, "Humanities and Social Science in Higher Education Policy at Delhi",

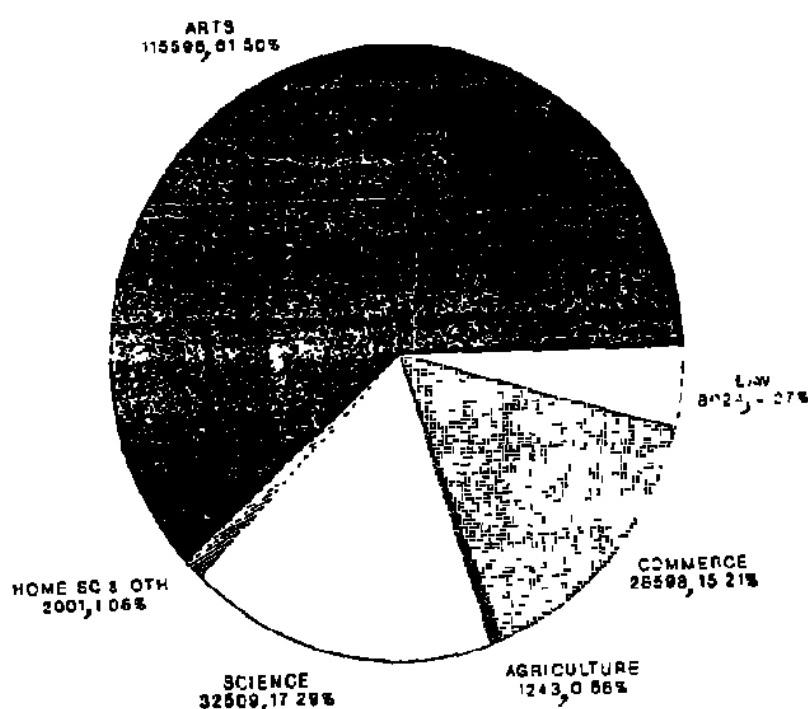
that what we need today is the integration of humanities and social sciences with vocational and technical education. It will equip the student to enter profession or self-employment with self-confidence and reduce the mismatch between education and employment (self or wage).

Enrolment by Level

When we look at the percentage distribution of boys and girls in UG, PG, M.Phil, and other diploma courses, we observe that in M.Phil 61 per cent females are there as compared to 39 per cent male. This may be the reason why a good number of women are inducted as teachers [Table 6 (see at page 7)]. The percentage of women teachers went up by five per cent within 1994-95 to 1997-98 and male teachers decreased by four and half per cent.

Faculty Wise Enrolment in All Colleges

(1997-98)



Factors Affecting Enrolment

In general, enrolment of eligible youths, particularly disadvantaged youths, in higher education is dependent on the access and other factors. These can be broadly classified⁹ into four categories : (1) availability of institutions and infrastructural facilities (ii) socio-cultural factors (iii) economic factors and (iv) academic issues.

(i) Availability of Institutions and Infrastructural Facilities -- Let us examine the growth of the colleges in the state which is given in Table 2. It can be observed that in last eight years exclusive women col-

leges increased from 44 to 110 [i.e. increase of 66 colleges] as compared to co-educational colleges which increased from 118 to 147 (i.e. increases of 29 colleges). The policy thrust and decision of the state Government has led to the establishment of exclusive women colleges as well as co-education colleges at all district head-quarters, rural and semi-urban and backward areas either by the state or by the voluntary, social, philanthropic, religious and caste groups¹². Thus facilities are available for higher education for all shades of population in the vicinity of their place of residence. It does not mean the door step.

(ii) *Availability of Hostel Facilities* — It is a general feeling that adequate and good hostel facilities improve the enrolment in the colleges. This is particularly more true for women and other socially backwards students. The NPE 1986, updated 1992 (POA 1992), states that efforts should be made to provide hostel facilities to disadvantaged youths in general and women in particular for improving their enrolment in colleges.

The department of Social Welfare, Government of Rajasthan has established a chain of hostels for SC/ST/OBC students. These hostels are poorly furnished. The UGC also sponsored a scheme providing cent per cent assistance for building women's hostel with the colleges. The state could not be benifited as large number of colleges are not eligible to receive grants from the UGC because they could not meet the national eligibility requirements.

As on 31st March 1997 there are 113 women colleges (Table 2), out of which only 16 (6 Govt. + 10 private) colleges have hostel facilities with limited capacity. 2 co-education colleges also have women hostel. It is a common feeling that most of the hostels are lacking inadequate toilet and bathroom facilities causing lot of inconvenience and irritation. Kitchen and dining room facilities are far from the desired one. It is suggested that the UGC and the State should make effort to provide visitors room, warden's accommodation, sick room, reading room and library room etc, in the hostel.

(iii) *Socio-Cultural Factors* — There are several social prejudices, social customs and norms which constrain access of women to education in general and higher education in particular. The age old customs and norms, (i) the seclusion and veiling of women and (ii) world of woman as separate from men (iii) women will eventually get married and go away and so why invest on their education, are significant factors in the attitude of parents, especially uneducated parents, towards the education of women. It is

thought that parents may not hesitate to send their daughters to exclusive women colleges, this led to the opening of about 166 exclusive women colleges since the NPE 1992 [Table 2]. Surprisingly most of these colleges were opened by the efforts of local voluntary, social and religious groups. They are neither receiving grant in aid nor the UGC assistance. The strength in these colleges is gradually increasing¹⁰. It is a significant development and it will reduce the gap between the education of men and women.

(iv) *Economic Factors* — Poverty and lack of economic resources in the family affect all, but particularly affect the women because of indifference of the parents towards the girl child. Keeping this in view Rajasthan has made women education totally free at all levels of education. Another factor which affects enrolment of women in colleges is unemployment of educated women.

The State has made about 25 per cent reservation in government jobs. This may motivate women and their parents to enroll them in higher education. For the minorities, particularly for Muslims, the State has instituted Urdu Scholarships for the students who study Urdu at UG and PG level.

The Department of Social Welfare, Government of Rajasthan, Jaipur, awards scholarship to SC/ST and OBC students enrolled in higher education institutions. These students are also not required to pay the tuition fee. There is a reservation (16 per cent SC, 12 per cent ST and 21 per cent OBC) in Government jobs. These measures have motivated the SC/ST and OBC students to persue higher education.

(v) *Academic Issues* — It is envisaged in the NPE 1986 (updated 1992) that education will be used as an agent of basic change in socio-economic status of people. However, the system by and large has failed in this respect¹³ and has been adding every year to the numbers of unemployed and under-employed graduates. It has affected the enrolment of the disadvantaged students. To motivate all shade of student population to go for higher education it would be essential to link the education process with production and employment¹⁴ i.e. it should be by and large utilitarian, in new emerging areas and job-oriented.

Thus it will be in the interests of national development and economic empowerment of the individual that colleges should offer new emerging areas of study like Electronics, Computer, Bi-technology, Information Technology, and need-based utilitarian courses. The present situation in women's colleges is far from satisfactory as discussed in Table 3.

(vi) *Less Literacy and Schooling* — The disadvantaged groups have less literacy and schooling and so there are not many who can access higher education^{7,9}. The universalization of elementary education may increase enrolment in higher education.

Women Teachers in Higher Education

In the years following NPE 1992 the number of female teachers in colleges have increased [Table 5]. In Govt. colleges the percentage of women teachers increased from 33.3 per cent in 1994-95 to 36 per cent in 1997-98 (i.e. increase of 2.7 per cent), in aided colleges it increased from 39.2 per cent to 42.6 per cent (i.e. increase of 3.4 per cent). In unaided colleges it increased from 44.7 per cent to 69 per cent (i.e. increase of 25 per cent). According to data compiled by Veena Bhalla et.al.¹⁶ 24 per cent teachers are women in 61 universities. In the three universities of Rajasthan this percentage is 30. In the State the representation of women in colleges and universities is better than the national average. It only shows that women are entering in the world of work. There is growing participation of women in NCC as indicated in the Table 7. This is another indicator that women are entering the areas which were traditionally meant for men.

Table 7. Number of NCC Cadets Quality

Year	A-Certificate		B-Certificate		C-Certificate	
	Total	Female	Total	Female	Total	Female
1996-97	6458	NA	3577	NA	1059	NA
1997-98	5227	319	1894	258	995	139
1998-99	4549	527	2592	309	1079	138

Summing Up

In the years following the NPE 1992, there has been a spurt in the enrolment of disadvantaged sections of students in higher education in Collegiate Education in the State. The SC and OBC groups are better placed as compared to ST's. The majority of disadvantaged students are in the Arts stream and as such the goal of economic empowerment of disadvantaged population in the state seems to be illusive. The State is far behind as compared to the national average of SC/ST students in higher education. However, the performance of the state regarding women's higher education seems to be satisfactory in terms of number and percentages, but it could not empower the women economically. It is suggested that collegiate education in general should be career oriented and utilitarian in nature for socio-economic empowerment of all shades of students.

At the end it could be said that in spite of constitutional obligations, legal provisions, central and state level policies and programmes affirmative action, the benefits of higher education are availed of by a small number of disadvantaged population and that too by better off among the disadvantaged groups^{7,17}.

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Table 1. Enrolment of SC, ST, OBC and Minorities in Colleges

Year		Total Enrol- ment in colleges	Enrolment of				Percentage of Enrolment to the Total Enrolment			
			SC	ST	OBC	Minority	SC	ST	OBC	Minority
1993-94	M	78135 (70.9)	10540	7594	—	—	13.48	9.71	—	—
	F	32005 (29.1)	760	351	—	—	2.37	1.09	—	—
	T	110140	11360	7945	—	—	10.25	7.21	—	—
1994-95	M	91840 (70.3)	12639	9104	7851	3061	13.76	9.91	8.54	9.33
	F	38839 (29.7)	969	386	2461	1141	2.49	0.99	6.33	2.93
	T	130679	13608	9490	10312	4202	10.41	7.26	7.89	3.21
1995-96	M	101306 (69.1)	13903	9815	9492	3007	13.72	9.68	9.36	2.96
	F	44692 (30.6)	1200	499	2322	1174	2.68	1.11	5.19	2.62
	T	145998	15103	10314	11814	4181	10.34	7.06	8.09	2.86
1996-97	M	118245 (69.2)	16469	11936	12806	4248	13.92	10.09	10.83	3.59
	F	52548 (30.8)	1731	740	3816	2000	3.29	1.40	7.26	3.80
	T	170793	18200	12676	16622	6248	10.65	7.42	9.73	3.65
1997-98	M	127756 (68)	18031	12649	12944	3754	14.11	9.90	10.13	2.93
	F	60215 (32)	2081	907	3867	1881	3.45	1.50	6.42	3.12
	T	187971	20112	13556	16811	5635	10.69	7.21	8.94	2.99
1998-99	M	139590 (67.4)	21425	14874	16877	4090	15.34	10.65	12.09	2.93
	F	67541 (32.6)	3049	1346	4831	2393	4.51	1.99	7.15	3.54
	T	207131	24474	16220	21708	6483	11.81	7.83	10.48	3.12

Note : 1. M — Male, F — Female, T = Total
 2. Figures in round brackets indicate percentage of M/F to the total.

Table 3. Participating Rate of Eligible Youths in the Age Group of 18-24 Years.

S. No.	Category	Population in (000)	Eligible Population — 8% of the Population	Percentage of Eligible Population in Higher Education					
				1993- 94	1994-95	1995-96	1996-97	1997-98	1998-99
I	II	III	IV	V	VI	VII	VIII	IX	
1.	SC	7607.820 (17.3)	608625.60	1.8	2.23	2.48	2.99	3.30	4.02
2.	ST	5474.881 (12.44)	437990.48	1.81	2.16	2.35	2.89	3.09	3.70
3.	Women	20963 (47.6)	1677040	1.90	2.31	2.66	3.13	3.59	4.02
4.	Men	23043 (52.4)	1843440	4.23	4.98	5.49	6.41	6.93	7.57
5.	OBC	NA	—	—	—	—	—	—	—
6.	Minority	NA	—	—	—	—	—	—	—

Note : State population 44006 (Men + women) as per-1991 census.

Table 6. Number of Male/Female Teachers

Year	Government Colleges				Aided Colleges			
	M	F	To	Ratio	M	F	To	Ratio
1994-95	1475 (66.2)	753 (33.3)	2228 (100)	33:1	798 (60.8)	514 (39.2)	1312 (100)	36.7:1
			[74064]				[48132]	
1996-97	2265 (64)	1229 (36)	3494 (100)	29:4	677 (56)	534 (44)	1211 (100)	29:1
			[1027997]				[593301]	
1997-98	2327 (54)	1304 (36)	3631 (100)	30.5:1	818 (57.4)	605 (42.6)	1423 (100)	24.3:1
			[110781]				[62904]	

Year	Unaided Colleges				Grand Total			
	M	F	To	Ratio	M	F	To	Ratio
1994-95	126 (55.3)	102 (44.7)	228 (100)	37:1	2399 (63.7)	1369 (36.3)	3768 (100)	34.7:1
			[8483]				[130679]	
1996-97	138 (32.5)	187 (67.5)	325 (100)	26.6:1	3080 (61)	1950 (39)	5030 (100)	34:1
			[8664]				[170723]	
1997-98	226 (31)	352 (69)	578 (100)	25:1	3371 (59)	2261 (41)	5632 (100)	33.5:1
			[14276]				[18797131]	

Note : 1. Figures in round brackets indicate the percentage to the total.
 2. Figures in Sq. Brackets indicate total enrolment.
 3. Ratio = Pupil : Teachers Ratio.

Calendar of Events

Proposed Dates of the Event	Title	Objective	Name of the Organising Department	Name of the Organising Secretary/Officer to be contacted
Dec. 15-17 1999	Conference on Teacher Education	To discuss various issues of Teacher Education	Sohan Lal DAV College of Education, Ambala City (Haryana)	Dr. D.P. Asija Principal, Sohan Lal DAV College of Education, Ambala City-134 003 Ph. : 0171-444437 (O) 0171-444542 (R) Fax : 0171-444133
Jan. 20-22 2000	National Seminar on CALL (Computer Assisted Language Learning)	To give a view of the uses of computer in Language Teaching	Dept. of Humanities & Social Sciences, Anna University, Chennai-600 025	Dr. D. Gnanasambandam Organiser, National Seminar on CALL A.C. Tech. Campus Anna University Chennai-600 025 Ph. : 044-2351126, 2352312

Answers to Some Interrogations on Computer Assisted Learning

B. William Dharma Raja*

K. Anandan**

S. Mohan***

Computer Assisted Learning (CAL) is an interesting innovation in educational technology. Although it is still in an experimental stage, its marvels have been demonstrated and it seems to revolutionise the whole spectrum of education. It has better flexibility and more versatility than any of the teaching machine. It can cater to the individual needs of many students at a time and record all the responses of all the pupils with reliability. A learner can make progress at one's own pace, receive and choose the material, sequencing the level of instruction freely. Despite the aforesaid facts, many important questions are being asked about CAL within our present educational systems. By posing some of these questions, and attempting to answer them in as constructive a way as is possible, it is possible to convince the classical educators who read this article of the positive need and future for CAL in all our institutions of learning.

Is CAL Effective?

The focus of many research projects continues to involve the manipulation and analysis of

- Instructional sequencing;
- Learner-controlled lessons;
- Effect of feedback;
- Productive interactions;
- Effect of learning styles;
- Interactive graphics;
- Use of sound and speech.

At this point of time, it is difficult to make any definitive statements about the outcome of CAL; however the findings in a number of studies done abroad (Brewer, 1990; Anderson, 1991; Joseph, M.T., 1992; Cooney, 1995) and in India (Chandra, 1986; Sharma, 1987; Palaniappan, 1988; Anandan, 1993; Balasubramanian, 1995) point to particular conditions which seem to lead to effective CAL.

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Fisher (1983) summarised these findings and concluded that CAL was effective when: (i) Aimed at specific student groups; and (ii) Fully integrated into the regular classroom curriculum. The researches have shown that (i) Most studies indicate a positive outcome in affective measures; increased attention span, improved attendance, and more active participation by the student during this mode of instructions; (ii) CAL has been most effective in learning science, foreign languages and maths and less consistent in reading and the language art; and (iii) CAL is best used as a supplement to regular classroom interaction.

Is Individualised Instruction the only Approach to CAL?

No. There are many ways of using the computer to teach. An alternative strategy to CAL is that in which a teacher uses the machine as an aid to support his/her teaching in much the same way as a slide projector, a black board or a video tape system. When used in this fashion, the computer is controlled by the teacher while the class as a whole watches the computer output on a large TV screen. This approach can often be used within all sectors of education. In colleges and universities, the Computer Aided Lecture (particularly for technical topics) is becoming more and more popular, provided that the lecture theatres are equipped in such a way as to cater for this technique. Of course, in many teaching institutions this approach to computer usage may be the only one feasible, especially in situations where there is only one computer terminal (or micro) to share between a whole school and a single class.

Philips et al. (1984) have conducted an observational study of this mode of teaching within the secondary education sector. They found from their study that, (i) Computer Aided Teaching would be successfully adopted by a substantial number of teachers if the necessary resources were made available; and (ii) The computer provided a versatile teaching aid which could be used to good effect in a number of ways. It is inferred from the above results that this approach to CAL should not be underestimated as a teaching tool. Indeed, in situa-

tions where there are limited available resources, computer can prove to be extremely effective.

What Subjects Can CAL be Applied to?

Virtually any subject. It is wrong to claim that CAL can be used to teach only science disciplines. However, within the majority of curriculum subjects (at both basic and advanced levels) there will undoubtedly be certain parts that could adequately be taught by computer. In contrast to this, it is important to realise that certain sections of particular courses may be totally unsuitable for computerisation. The use of CAL is now spreading not only in science subjects but also to other subject areas, such as English (Cooney, 1995), History, Geography and Art (Mory, 1991). At the lower end of the school system, the computer is now being used extensively to aid the teaching of many elementary subjects and for supporting basic skill acquisition in a number of areas — predominantly, reading, spelling, writing and basic mathematical concepts.

There are three areas where CAL can offer substantial help at all levels within schools, colleges and universities: (i) the teaching of subjects that are declining because of a shortage of specialist teachers; (ii) the provision of courses for minority groups which for financial reasons would not otherwise be provided; and (iii) the integration of handicapped/disabled students into conventional classroom situations.

Is CAL Cost-effective?

It depends on how its potentiality is utilised. Because the overall cost of setting up a CAL system will depend upon what particular organisations are attempting to do. In a teaching situation that might involve potential damage to expensive equipment or injury to student, the use of CAL simulation techniques could probably be easily cost justified. Analyses of research on the teaching of economics have suggested that so far CAL probably has not been cost-effective.

With respect to CAL cost-effectiveness we look forward to the future optimistically indeed, we believe that the falling cost of hardware and software (improved programmes of CAL) is likely to make CAL less costlier in the future than it has been in the past. Moreover when the utiliser of the computer knows the art of maximising utilisation, naturally its effectiveness will be enhanced with reduced cost.

How Desirable is the Extensive Use of CAL?

Educational technology provides the mechanisms by which knowledge is passed from one to another very quickly. The better or worse, modern society has become extremely dependent upon technology. Mostly the aim of education is to make the

human beings the best social animals. That is, it involves bringing people together and attempting to get them to communicate and cooperate with each other. Hopefully, by using their combined effort and resources they will successfully solve problems that they feel are either (i) worth solving for their own self esteem or profit; or (ii) of value and benefit to society as a whole. Social interaction is therefore a very important aspect of education. Now-a-days computers are used in all sectors in the society and it has been felt more efficient in helping human beings.

Can CAL Replace the Teacher?

There are two serious misconceptions about the introduction of the computer as an aid in education. The fear is that it will replace the teacher making him redundant. The other extreme view is that a learner can learn all that he wants from a computer, therefore having no use for a teacher. But the fact is that neither learning nor education have become so automated as to be solely dependent on a machine. CAL will relieve the teacher of drudgery. CAL will rather bank upon the teacher heavily for constant analysis, curricular revision, better planning human guidance and counselling. A creative and committed teacher is more in demand than anything else when computer is available in education.

Conclusion

From the posed answers to the questions on CAL it is concluded that, computers are there in the classroom situation to help the teacher to fulfil the goal of making all the students understand the concepts very clearly and more effectively. Classical teachers should not have any apprehension about the computers. The brain of the computers is the teacher. The teachers' role is to develop the all round personality of an individual whereas the role of the computer is mere teaching the content. The teachers are always superior to the computer. Hence what one has to do is, to try to make up his mind to have a positive attitude towards the utilisation of computer and try to know to operate it for the maximum utilisation of its potentialities for the human benefits.

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Vice-Chancellor's Appointment

—Need of Successor Planning

Aruna Goel*
S.L. Goel**

Vice-chancellor is the king-pin of the University Administration. He is the real Chief Executive to administer the affair of the university. The success or failure of the university depends to a substantial extent upon the competence, ethos, perception and attitudes of the Vice-chancellor, who has to manage a large number of internal and external factors impinging upon the functioning of the university. To our way of thinking, these internal and external factors can be moulded to the advantage of the university by a competent and capable Vice-chancellor. It has been rightly said that, if we put a good man in a bad set up, he will make the things go through, while if we put a bad man in a good set-up, he will make the mess of the whole situation. Walter R. Sharp has also mentioned the importance of top personnel in an Organisation. He says : "*Even poorly devised machinery may be made to work if it is manned with well trained, intelligent, imaginative and devoted staff. On the other hand the best planned organisation may produce unsatisfactory results if it is operated by mediocre or disgruntled people.*"¹

Therefore, utmost care must be taken to select men of ability and experience to occupy the post of Vice-chancellors. Besides the academic excellence, a Vice-chancellor should possess administrative competence, missionary zeal, the capacity to motivate other colleagues, the capacity to communicate with others, the capacity to get along with colleagues and students, the capacity to inspire confidence in others, patience, dignity, urge for academic excellence and objectivity.²

H.R. Kolhakar rightly says that what is necessary is to see that a Vice-chancellor apart from having academic and intellectual credentials should be dedicated and conscientious functionary who places the interest of the institution and the society above everything else.³

The Vice-chancellor is the Chief Executive responsible both for academic and administrative func-

tions. Therefore, utmost care must be taken to locate such people who are rare birds. He is to provide the leadership qualities to the university.

In spite of the awareness of the importance of the Vice-chancellor in the university set-up, it is the most neglected phenomenon. Chancellors guided by search committees do not attach importance to select right type of Vice-chancellors resulting in deteriorating standards of higher education.

Anand Sarup has rightly summed up the existing position of Vice-chancellor in Indian Universities. To quote him: "It would be in bad taste to discuss what people have to do to become Vice-chancellor and what kind of compromises they have to make to stay on in the job. Suffice it to state that the common perception is that those who really deserve to be Vice-chancellor avoid it like the plague while the sycophants who get it by hook or crook end up making a hash of the universities."⁴

Universities, headed by Vice-chancellors selected on merit can provide leadership to universities which would also induce innovation, excellence and self-reliance.

The existing scene of our higher education system is pathetic. M.V. Pylee in his article, "Reforming Higher Education-1" portrays this scene⁵ : "Considering the abysmal degradation to which our higher educational institutions have fallen, one would wonder whether they could be redeemed at all. Perhaps the task is a near impossible one. Yet, one cannot lose hope. There have been many instances in history of nations and institutions transforming themselves from an apparently hopeless situation into one of unbelievable success and glory. What we need today is Perestroika, a complete restructuring in our system of higher education." R.K. Singh in his article, "Revamping Higher Education System" painfully suggests⁶ that it is unfortunate in the last twenty five years or so, 'mediocres' with no professionalism or commitment to the cause of higher education, have dominated the scene and sought more 'freedom' to promote their narrow self-interests. They have been in the forefront, resisting every positive move for a change and surviving by ad-hocism or spoiling work culture, wherever it existed. They have not only made

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education a burden to the exchequer but also a cause of social tension, thanks to their non-productive teaching and research."

Vice-chancellor can be recruited from within the university or outside the university, provided the person is otherwise competent in all respects, we should not attach great importance to this. However, whatever may be the method or recruitment, one point that we would emphasize here is the need of successor planning for Vice-chancellors to ensure fruitful result. Successor planning is concerned with policies, procedures and practices which enable to plan the recruitment of Vice-chancellor in sufficient advance to have wider choice and to ensure timely availability of the Vice-chancellor. A Vice-chancellor chosen at the last minute is likely to spend too long a time in understanding his job responsibilities and the scope for reforms and advancement become limited. He would be mostly working in the model of his predecessor i.e. "reinventing" the wheel as it were which would leave no scope for dynamism and reform.

Most of the state governments, because of their apathetic attitude do not evince interest in appointment at the right time and thus many posts of the Vice-chancellors remain vacant or officiating arrangements are made. Even those who are serving are not sure till the last day of their extension resulting in stalemate in university administration. The governments must exhibit interest in the selection of Vice-chancellor to raise the standards of Higher Education as it takes a very long time to locate talented people. It has rightly said that the persons capable of serving well at high levels are rare birds, they must be sought wherever they may be found and developed by various methods.

It is thus important to select the right Vice-chancellors well in advance and train them to change their frame of mind, to make them more, perhaps braver through academic and administrative development programmes. There is a need of successor planning to ensure the right selection and development of Vice-chancellors. Let us now examine the ingredients of successor planning.

Right Selection and Tenure

At present, there is no policy regarding the selection of Vice-chancellor. Ad-hoc decisions are taken to fill the posts from time to time. Secondly, the tenure of the Vice-chancellor differs from university to university mostly from 3-5 years. It is suggested that the Vice-chancellor may be appointed for a tenure of five years with no extension in the same university. However, he may be appointed for one more term in any other uni-

versity provided he has done excellent work and meet other statutory requirements.

UGC has to nominate persons on its behalf as members of search committee. UGC can suggest those State Governments to amend their University Acts to incorporate the clause that the nominee of the UGC on search panel of a Vice-chancellor should be mandatory. Besides, the UGC must provide the roaster of candidates eligible to be Vice-chancellors to supplement the efforts of the committee. At present only few persons are appointed again and again to serve on such search panels. Persons of high eminence and clean image may be nominated by rotation. There would be no harm to make their names public so that potential candidates can send their bio-data to them directly. This would also add to the transparency in the system.

Timely Appointment

The decisions regarding the appointment of the Vice-chancellor must be taken 6 months or one year in advance. Such a procedure would discourage ad-hoc appointments and ensure potential incumbents rightly selected and trained. This period would also provide the opportunity for the new designate to examine the existing situation and plan effectively for future development. During this period, the Vice-chancellor designate can make a blue print of his plans and actions. The basic purpose is to put him in action.

Arrangements of Training to Develop Professional and Administrative Competence

The Vice-chancellors (thus selected in advance) designate must be sent for executive development programme specially designed for them in the country or abroad to equip them with the latest technology and mechanics of university administration to improve performance. This work can be entrusted to Association of Indian Universities which may run 2-3 courses in a year to provide training to Vice-chancellors designate. AIU, in this way would be doing a great service to the nation. The emphasis must be in the development of the conceptual skill which involves the ability to see the university as a whole, it includes recognizing how the various functions of the university depend on one another and how change in any one aspect affect all the others. Recognizing these relationships and perceiving the significant elements in any situation, the Vice-chancellors would then be able to act in a way which advances the overall development of the university. This requires effective co-ordination which means to bring various parts into proper relation, to establish consistency in decisions, to ensure unity of action, to adopt an integrated or balanced approach to

problems, or to harmonize policies and activities in order to achieve desired objectives.⁷

David W. Ewing has rightly said that the managerial personnel must realise that they will not survive unless they keep pace with modern management education research theory, principles and practices.⁸

Necessary Authority

The Vice-chancellor has to discharge a large numbers of functions to keep the university viable and efficient. Their responsibilities must be commensurate with the authority. There are a large number of petty restrictions in rules and regulations which keep him busy in minor and unimportant activities, which act as irritants and need be removed for his attention to important activities. Besides, a Vice-chancellor is a human being and not a God and therefore is susceptible to unconscious mistakes, bad judgments be taken with utmost care. There is a need for protection from the appointing authorities for small lapses if the overall performance is good. The need is to examine performance in totality and not bit by bit, wherein some areas there would be great success while in others there may be a big failure.

Attractive Conditions of Service

The conditions of service must attract, retain and motivate the Vice-chancellors. The greatest efficiency and productivity will flow from the efforts of those who find satisfaction in their work and conditions of services who sense and awareness of the usefulness of their function, who feel encouraged to move ahead and to meet new challenges, who perceive their working environment as one in which high standards of performance are rewarded and maintained and not one in which indolence and incompetence can be ignored or even protected and rewarded.

Need of Change in University Act

To reform the university bodies like senate, syndicate — these bodies do not allow the Vice-chancellor to function efficiently rather Vice-chancellor has to devote a lot of his time to serve these bodies. M.V. Pylee, an eminent educationist has portrayed a very sad picture of our universities today. He rightly says that instead of being examples of centres of excellence in teaching and research, the universities are fast becoming centres of mediocrity, partisan politics and conflict. It will be a Herculean task to reform and revitalise the universities and re-establish their credibility. In this great task, re-organizing the present systems of governance that exists in most of our universities, should be priority Number One. The Asso-

ciation of Indian Universities, the UGC, the Ministry of HRD, State Governments and political parties, all have a single role to play in this great task.⁹

Monitoring and Evaluation

Association of Indian Universities in Collaboration with the UGC should monitor and evaluate the functioning of universities. The purpose of this exercise is to provide advice, guidance and support to the Vice-chancellors when they are confronted with problems. U.G.C. and AIU may develop expertise in sorting out the problems of universities in general and an effected university in particular. In this way AIU and UGC would do a great service to reform higher education system and bring more accountability and transparency in the university system.

We may conclude with the remarks that we must find Vice-chancellors who can create and sustain an atmosphere in which the university will function harmoniously, intelligently, imaginatively and constructively to promote academic excellence and creativity among students.

The achievement of this will depend to a great extent on one factor that is the faith of the faculty, administrative staff and students in him as an individual and in his purpose and character. Let me quote a few words, a thousand years old, they are as true today. "The efficiency of the army consists partly in the order and partly in the general, but chiefly in the latter, because he does not depend upon the order." Therefore there is a need to select and develop the Vice-chancellor on merit to face uncertain future with new tools.

We cannot continue doing what we have always done. Tomorrow cannot be just more of yesterday. We need flexibility and pragmatism as much as innovation but the stress must invariably be on action.

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Enrichment of Commerce Curriculum

R.M. Chidambaram*

A good curriculum has the following features :
It gives the learner a sound knowledge base,
It develops the related skill of the learner; and
It makes the learner to undertake any responsibility connected to the chosen discipline.

A commerce graduate of today is expected to undertake Junior Management Cadres in companies, banks, insurance corporations, transport systems, auditing firms, cooperative societies, hotels, hospitals, plantations, non-banking financial intermediaries etc.

It is suggested that the commerce curriculum at the graduate level is the composition of core courses, specialisation courses, and practical courses. The weightage between these three courses may be in the proportion of 60:20:20.

English, an Indian language other than the mother tongue, a foreign language other than English, Business Economics, Indian Economic Development, Business Organisation, International Business and Commercial Geography, Accounting, Management Accounting, Computer Applications, Information Technology, Computer Assisted Management, Mathematics, Statistics, and Business Law are core courses spread over all the three years. Languages are to be taught as tools for commercial transactions. Computer courses with emphasis on practicals have to enhance the hands-on experience of learners. Computer courses should have commercial/management orientation. The syllabi of mathematics/statistics should be framed in such a way so as to apply the techniques to take a right decision in business. In other words, all the core courses must have more of application orientation.

Specialisation courses may belong to the areas viz., Banking, Insurance, Income Tax, Cooperation, Public Enterprise Management etc. Every specialisation course is the composition of three papers making the learner to move from simple (I year) to difficult (III year). A learner has to specialise in one particular area i.e., dual specialisation should not be permitted.

Practical courses should be given priority in commerce curriculum. Apart from practicals given in core and specialisation courses, exclusive practical training programmes are to be arranged in bank branches, in-

surance companies, non-banking financial intermediaries, transport companies, audit firms, corporate offices etc. The duration of the training programme is preferably a semester/90 days in one particular organisation. The arrangement for training placement should be made by the Department and the learner should not be given any role in finding training placement. The training is complete only when the trainee submits a record on training which will be subjected to evaluation by concerned experts. Teachers in the department have to make visits to training centres to ascertain the feedback about the performance of trainees. Undergoing training and submitting training records are the pre-requisites to make one eligible for the commerce degree.

Globalisation, Liberalisation, and Privatisation open the doors for healthy commercial development in the economy. This in turn results in demand for personnel to handle assignments in commercial establishments. Students developed in the above pattern may be well suited to the requirements of the emerging commercial ventures of India. □

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Universities — The National Symbols

Dr. Hari Gautam, Chairman, University Grants Commission, New Delhi, India delivered the convocation address at the Vth convocation of Kathmandu University, Nepal. He said "We must sincerely think today and accord a high priority to formulate a suitably flexible academics to facilitate the mobility of the students between the nations." Excerpts

This University is of its own kind — it is very different than the existing models of Private and Governmental Universities. It is an independent non-profiting, non-government public institution created under the Act of Parliament of Nepal whose Chancellor is His Excellency the Prime Minister of Nepal and the Pro-Chancellor — the Minister of Education. Private or Self-financing University having done so well is an example yet to be emulated by many countries including India.

There seems to be more who are against the concept of Private university for various socio-political as well as socio-economic considerations. The debate weighs heavy against the Private universities. May be a purely private system is neither feasible nor desirable. A suitable understanding be evolved where both the government and private parties should be sharing the cost of establishment and to run the system without comprising on the quality and equity of education. The model of Kathmandu University is not far from this.

I admire you, your novel experiment in higher education, your hardwork, your vision and your plan to provide a high quality of higher education to the people of Nepal. I believe that considering what has been achieved and what is to come through, Kathmandu University has every

reason to be proud of and to celebrate the day like this.

In any independent democracy, education is and should be regarded as fundamental right. Therefore, opportunities have to be provided for all. However, higher education being very expensive, a large number of developing countries including India cannot offer it to all who want it. It will be much worse to provide higher education without proper and reasonable facilities. In fact this is what is being actually done in many countries in majority of universities and colleges with the regrettable result that unemployable graduates are being produced in large number.

It is true that higher education in India and also in Nepal is heavily dependent on govt. support and as such it can hardly generate private funds to maintain its independent status and expansion. Governmental funding on such a large scale also has resulted in lowering of the quality, getting easy higher degrees and diplomas compromising the academic merits and competence. A change in this pattern is indeed needed.

Experience around the developed world and also the Indian experience indicates that if the educational sector is truly liberalized, treating the private sector as true partners, it will not only contribute to immediate needs of the

country but also lead to a globalization.

Expansion of educational sector and its greater liberalization to allow private sector to operate as well and to innovate would naturally raise the questions of relevance, quality and excellence. It is a well-known fact that many fully government-funded academic institutions do not fulfil even simple quality criteria, and even the minimum needs of ethical operations. Some may attribute it to "politicization" or "political/bureaucratic interference"; but the issue may not be that simple. There could also be issues of managerial competence as well as other socio-economic factors.

The question of encouraging private initiative in higher education needs to be taken more seriously. The time has come to make serious efforts to fully harness the human and material resources of civil society. The main purpose of this is to bridge the increasing gap between good opportunities available for higher studies and those required to meet the growing demand. Self-financing universities and institutions of excellence should be encouraged which in fact shall be — "A private initiative to meet the growing demands of newer forms of education and skill, being met with private funding and support." Constant quality control and monitoring of their performance should be enforced to ensure that the self financing institutions must maintain the standards and attain the objectives they have been created for. There should also be a deterrent for those who give poor quality education and use the system to make profit. Such institutions

should be closed down forthwith.

I admire the way the Kathmandu University is run mostly on the private initiatives, doing with minimal support from the Govt. thereby avoiding the drawbacks of being a fully government funded Institution.

Mushroom growth of universities and colleges should be checked. There has to be a policy decision as regards opening of a new educational institution and this be taken only after examining its need and feasibility. Necessary modification, innovations and the changes have to be brought in the existing universities to generate better relevance and quality of education. Introduction of new courses keeping pace with the developments and updating of the curriculum should help. An effective quality control, monitoring of the academic performance to maintain the standard of education, examination and research in all the institutions should constantly be undertaken. The good be rewarded and the ones not upto the mark be punished for their failure. Incentives and awards both for the institutions and individual teachers be instituted for good and the excellent job they do. An effective deterrent be imposed on those who repeatedly fail to deliver the expected output.

India in the last 50 years has developed a very large system of education and has created a vast body of highly skilled academic people equipped with scientific and technological capabilities, robust humanist, philosophical thought and creativity. India is the largest democracy in the World and I will not be wrong to say that we have the largest

educational system as well. The modern higher education system is only 140 years old. It was in 1857, when the first three Universities — Calcutta, Madras and Bombay were set up under the British rule. Today — we have 242 universities and equivalent Institutions. Of these — 154 are General universities, 22 are of Science and Technology, 5 are Women universities, 10 are Open universities, 34 Agricultural and 17 are Medical universities. Their profiles also vary. There are teaching and affiliating universities with a single or a multiple faculties housed in a single or multi campuses. We even now have 18 language universities — be it of Hindi, Urdu, Sanskrit, Telugu, Tamil, Kannada and others. As on today, we have 18 Central universities, 173 State universities, 40 Deemed universities and 11 Institutes of National Importance. Colleges are 10,600. Of these — 1260 are for women and 119 are autonomous colleges. We have today — 7000 teacher education/training colleges, 1100 polytechnics, 600 management institutions, 550 engineering and technology colleges and 655 medical colleges. Enrolled strength of students in higher education is around 7.5 million and the teachers number to 3.21 lakh. Around 74,000 have been enrolled for research and nearly 10,000 are awarded with Ph.D. every year.

Nepal has five universities and scores of the colleges imparting higher education. They are going to increase in number. Proper planning and proper inputs if provided at this stage shall yield the desired dividends. I hope size and number of the educational institutions planned for future shall be tailored as per need and the rel-

evance of Nepal. I hope a large irrelevant system of higher education shall not be allowed or permitted to be planted in this beautiful country.

An effective quality control, monitoring of academic performance to maintain the standards of education, examination and research in all the institutions should constantly be undertaken. The quality assurance is a key word which is to be seriously applied to the system of higher education. Accreditation, assessment and academic audit are its basic components and should be enforced on the institutions to provide the desired information and status of an Institution.

Having hundreds and thousands of universities and colleges, we have to have a system to know 'who is who' and what is being done by whom. This not only will encourage competitive spirit among the institutions to perform better but shall also let the people at large know the quality of educational institutions existing at any given time — may that be India, Nepal or any other country.

We must sincerely think today and accord a high priority to formulate a suitably flexible academics to facilitate the mobility of the students between the nations. Modularisation of curriculum into the credit courses and semesterisation of academic year with the provision of Credit Transfers are the obvious choice for the flexibility, international understanding and mobility of the students providing Inter-University and international mobility.

The modern world is becoming increasingly interdependent and globally connected. The

young generation can no longer afford to be isolated in its own local environment which itself is increasingly becoming cross cultural and which also crosses natural boundaries in almost all spheres of human society.

Accreditation is the hallmark. Not only it shall care of the quality of education but also that of Credit Transfers. National Accredited bodies be set up which ought to have International linkages. Five years ago, in India, National Assessment and Accreditation Council, more easily known as NAAC has been established by the University Grants Commission which I hope shall deliver the expected results in this regard.

I see the students receiving their degrees from this university. It is a landmark event both for the university and students as the latter shall be fifth batch alumni of this great institution. Young friends — this is an important day in your life as before you now lies a challenge and responsibility to shape your career and future prospects both in education and also in the world at large. Today, you are standing on a bridge between the past and the future. Your education does not end with the degree. Knowledge is not the subjects you have studied. Education is not the total marks and merit positions/awards you have obtained. Your personality is not merely a collection of testimonials and certificates.

Education is a life time process. A new chapter is now to begin in your life. Life belongs to the living and ones who live to learn to face challenges. You have innumerable opportunities before you. Your potentials are immense. You are in for existing times. Use your discretion. Evaluate all issues and make firm determination of your

choice. Work hard to attain your chosen career with care and sincere commitments.

Students — please remember that the opportunities are awaiting you. It is for you to make serious efforts. Please remember that always there is an empty room on the top. It all depends who can climb to occupy it. I want you to dream and make all out efforts to make your dreams a reality. But also keep a space for yourself as a person. Think about what you are, what you want to be, what are your personal objectives and what interests you. You should, however, remain an individual, a human being and not just be reduced to someone's employee, a teacher, someone's wife or husband, mother or father and daughter or son.

I wish you all the best and pray God for success in shaping your future career. Remember that whatever you do and wherever you are — you shall always be a Nepali and more so an alumnus of Kathmandu University. Your doings and deeds shall bring credit both to your motherland and your mother Institution. Plan your career with care and caution. Nothing is impossible to achieve.

You would now be spread in many directions. One thing shall be common and be always with you — that is the sense of responsibility this university has planted in you. After decades of your working career, you would still remember the period you have spent in this university and you may look back at these golden years as the ones most important in your life.

Rightly it is said that good students make good university. It would not be an exaggeration if I say that good students are an even better assurance for a high quality

university than good Professors. You belonging to this category, have positively contributed to pace and progress of Kathmandu university. Your generation will transform the future even more profoundly than what the elder generation has been able to achieve. The world is on the up-swing and you ought to be destined to play your due part in shaping the Nepal's future.

Higher Education will have to become internationally competitive. It must be emphasized that any country, which does not have good university education, will never be given the importance and respect of a really independent country. Only countries prepared to tolerate second-rate and subjugated status in the world will neglect higher education.

Universities are the National symbols. Esteemed Pt. Jawaharlal Nehru — the first Prime Minister of India once said — "If all is well with Universities, it will be well with the Nation."

Mr. M.K. Kaw, Secretary, Department of Education, Ministry of Human Resource Development, Govt. of India, while addressing the participants at the workshop — setting up the agenda for change for Central universities of the 21st Century on July 30, 1999 said — "...in whatever endeavours we make or solution we prepare, or innovation we propose to introduce in the university system — what we should have uppermost in our mind is the "kind of man we intend to produce from our institutions of higher learning — a man who does not compromise but cooperates, does not pursue his greeds but fulfils his needs, a man whose compassion is preponderant over his power drive and whose love ennobles his passion." □

CAMPUS NEWS

Refresher Course in Human Rights Education

Academic Staff College of Himachal Pradesh University organized a 3-week Refresher Course in Human Rights Education recently. This programme was organized to celebrate the declaration of Golden Jubilee of United Nations Universal Declaration of Human Rights 1948. The significance of this course is further strengthened by the fact that we are in the midst of a human rights decade declared by United Nations (1995-2004). 38 college/university lecturers from the states of Punjab, Haryana, Rajasthan, Madhya Pradesh, Maharashtra, Andhra Pradesh, Kerala and Assam participated in this programme.

Inaugurating the programme, Justice Om Prakash, Chairman, Human Rights Commission, Himachal Pradesh emphasized that the knowledge of human rights and their awareness in the community is the first and surest defence against the danger of their violation and he said that this can only be done through education, with the help of which mental habits, values and perspective of a person can be changed and 'Human Rights Culture' which is necessary for the protection and development of human rights of the people can be developed. For this he also gave reference of 'universal declaration of human rights 1948' which provides that 'everyone has the right to education'. He also quoted noble laureate 'Amartya Sen' who considers the failure in the development of human capital through literacy to be the main cause of India's economic backwardness.

Justice Om Parkash also said that the future of the next generations can only be brightened if the adequate human rights culture is created at all the levels of administration and amongst the people at large. At the end he concluded the concept by encouraging and suggesting the participants to discuss and know more and more about the topic and carry the message far and wide and share it with the students who shape the future society.

Prof. I.P. Massey, Member, State Human Rights Commission, Coordinator of the programme said that on the event of golden jubilee celebration of human rights, Secretary General, United Nations, Mr. Kofi Annan gave three considerations — (1) The decade of 1995-2004 is to be considered as the decade of human rights education. (2) December 10, 1998 is to be considered as the day of golden jubilee of human rights. (3) The year 2000 has been declared as the year of culture of peace. According to him the threat to human rights is the threat to peace.

The contents of the programmes included various aspects and issues relating to human rights in India with special emphasis to Fundamental Rights, Constitution of India and the Human Rights, International Initiative of United Nations in Human Rights, Human Rights Awareness, Strategies for Human Rights Awareness, Role of Media, Education in Human Rights Through Spirituality, Diversity and Human Rights, Humanism in Indian Traditions, Hu-

man Rights and Law Enforcement Agencies, Human Rights in Marxian Traditions, Human Rights in Gandhian Traditions, Value Education, Sociological Dimensions of Human Rights, Environmental Education, Human Rights of Women, Human Rights of the Child, Human Rights and Literature, Quality of Life, Globalization of Human Rights, etc.

The unique feature of the programme was sensitization of participants towards human rights violation at different levels, especially of the disadvantaged sections of the society. For sensitization different techniques of interaction were adopted. Some of these include Panel Discussion, Warming Up, Breaking the Ice, Workshop, Brains Trust, etc. Each participant was asked to identify one human rights problem from the area from where the participant came. He/she was also expected to share the solution with the group. The group also discussed the contents, methodology and strategies for teaching human rights at the graduate and post-graduate level. They also discussed the mechanism of creating human rights in the society and identify the role teacher can play.

The teachers also participated in one-day workshop on Implications of Diversity for Human Rights Culture. In this workshop the participants could identify the biases and the prejudices with which people generally suffer which lead to violation of human rights. The solution to such violation was also evolved through group work.

Prof. S.K. Gupta, Vice-chancellor

lor, Himachal Pradesh University presided over the valedictory function. In his valedictory address, Prof. Gupta said that in the present context protection and development of human rights has become major concern almost in all the countries in the world. Referring to the origin of human rights, he said that human rights have their roots in antiquity. The ancient Jews had laws protecting the rights even of foreign slaves. Similarly, the Hindu scriptures ordain looking after the weak and the disadvantaged giving evidence that sensitivity for their rights has roots in the ancient times.

Prof. Yoginder Verma, Director of Academic Staff College was of the opinion that human rights education should be introduced at undergraduate and postgraduate level. For the time being it may be integrated with foundation courses or compulsory subjects, as the case may be. The awareness and sensitization may be developed through different strategies including declamation contests, quiz, short story writing, essay competition, role play, one act plays, poetic symposium, celebration of human rights day, visit to Anathalayas, handicap homes, old age homes, etc.

Prof. I.P. Massey, coordinator of this programme stressed efforts to create awareness about human rights. He said that Dharma is the basic concept of human rights by quoting "Treat the whole world as Thy family."

Marketing of Library Information

Library & Information Centres (LICs) are now able to generate, by virtue of their using advanced computers and softwares, various kinds of information products and services in addition to their rou-

tine activities and services. However, it is a little unfortunate that these remain largely underutilized, or even, in cases, wholly utilized. The reasons cited are several and include the following :

- * Efforts in identifying and reaching out the target audience are inadequate;
- * Information products and services are "generator" driven rather than "user" driven and in that there remains a "linkage gap" between the generators and users of such products and services; and
- * Level of information awareness or consciousness is still low among the users and there is a need to raise it further.

Given to the above scenario, Indian Institute of Management, Lucknow is organising a Management Development Programme on Marketing of Library & Information Products & Services during November 15-18, 1999 at IIM Campus, Lucknow.

Objectives

Efforts are being undertaken, through the present programme, to enrich the information environment of the potential clientele. An attempt is being made to equip the participants with adequate know-how so that they are able to :

- * Identify and understand their potential users (internal as well as external) in relation to their resources and facilities;
- * Understand the information needs of such users more accurately and precisely;
- * Generate information products and services that are tailored to meet the exact needs of such users; and

- * Remain cost-effective in the process of generating information products and services.

Broad Contents

The programme has been designed around the following themes :

- * Understanding the marketing process;
- * Marketing in the library context;
- * 4 Ps (Product, Price, Promotion & Distribution) of marketing in the context of information products and services; and
- * Information products and services as sustainable source of revenue generation.

Participants

The programme is aimed at senior level Librarians and Information Managers (LIMs) interested in generating, designing, developing and marketing of library and information products and services. Senior managers involved in information dissemination will also benefit from this programme.

For any other details, please write to Dr. Roshan Raina, Librarian, Indian Institute of Management, Prabandh Nagar, Off Sitapur Road, Lucknow-226 013 (India), Phones : (0522) 361891-97 (7 Lines), Gram : MANAGEMENT Fax : (0522) 361843, 361840, E-mail: roshan@iiml.ac.in

Ram Reddy Memorial Seminar

Prof. G. Ram Reddy Memorial National Seminar on Challenges of Distance Education in New Millennium is being organised by Indira Gandhi National Open University, Hyderabad Regional Centre in Collaboration with Dr. B.R.

Ambedkar Open University, ICSSR Southern Regional Centre, Osmania University's Centre for Distance Education, Kakatiya University's School of Distance Learning & Continuing Education, Hyderabad University's Centre for Distance Education, Indian Distance Education Association.

It is scheduled to be held on 20-21 November 1999 (Earlier dates are changed).

Focal theme of the seminar is 'Challenges of Distance Education in New Millennium'.

Sub themes are Distance Education and Human Resource Development in India covering Technical, Vocational & Professional competencies; Communication, Technology, Human Rights; Industrial Growth; Rural Development; Urban Development; Environmental Protection; Women's Empowerment; Nutrition and Health; Disadvantaged Groups.

For submission of papers the abstracts of the papers are to reach before 1.11.1999 and full papers should reach before 10.11.1999.

Address for Communications is Dr. P. Satyanarayana, Regional Director, IGNOU Regional Centre, H.No. 3-6-740, Street No. 12, Himayat Nagar, Hyderabad-500 029. Phone(s) : (O) 7602416, 7662604, (R) 7173215, Fax : 7602541, E-mail : ignourch@hd2.dot.net.in & satyanarayana_p@yahoo.com

Birla Fellowships

The Hindi writer, Prof. Prem Shankar and the Tamil scholar, Mr. Ashokamitran have been reported to be offered the K.K. Birla Foundation Fellowships in comparative Indian literature.

Prof. Shankar, former head of the Hindi department of the Sagar University, will make an indepth study of the poems of Shri

Sumitranandan Pant, whose centenary is being celebrated this year.

Mr. Ashokamitran will do a study on the origin and development of novels in Tamil, Telugu, Malayalam, Kannada and Bangla.

The two-year fellowships (1999-2001) carry a tax-free stipend of Rs. 9,000 per month each with a contingency grant of Rs. 25,000 a year. The fellowship, instituted in 1994, is given every year to two scholars, writers or teachers to undertake studies on serious subjects in comparative Indian literature, a new and growing academic discipline.

Goyal Awards

Kurukshetra University is reported to confer the prestigious "Goyal Awards", an NRI sponsored organisation for the promotion of science and technology in India.

The Goyal Awards were instituted in this university by an NRI, Mr. Ram S. Goyal, in 1992 with the efforts of Dr. S.P. Singh, Professor in the university when a Jind based NRI approached him with his wishes to do something for the nation.

A committee was constituted under the convenorship of Professor Singh to confer awards to the prominent scientists of the country to acknowledge their contribution in their specific fields as well as to boost their morale.

Professor Jayant Vishnu Narlikar, Dr. Kasturi Rangan, Chairman, ISRO and Dr. R.A. Mashelkar, Director-General of the CSIR are some of the prominent Indian scientists among the 28 such recipients of the Goyal Awards which were honoured by Dr. K.R. Narayanan, former

Vice-President of India, in the university auditorium few years ago.

The Goyal Awards carried with it a cash prize of one lakh rupees, one gold medal and citation.

Website on Population Issues

Population Action International (PAI), (<http://www.populationaction.org>), one of the world's leading advocacy organisations on population-related issues, is reported to have launched an interactive Website (<http://www.dayof6billion.org>) to help raise awareness, especially among young people, about population issues. The world's population is reaching six billion people. "Six billion is a remarkable figure. Website will help people understand that caring about population means caring about individual quality of life — access to healthcare and education, a safe place to live, enough money to provide for one's family, and a healthful environment."

Social Science Information Through Internet

Information technology has become the chief determinant for the progress of any nation. Information technology is breaking all geographical barriers and building new linkages through sharing information and exchange, encompassing the entire gamut of human activities and knowledge.

With the emergence of the Internet, global connectivity of computers has become a reality. Internet, E-mail and World Wide Web (WWW) have emerged as the core and foundation of the information infrastructure. The

use of these information technology techniques in accessing useful information, requires regular training and exposure.

Inadequate knowledge of using information technology techniques and available sources on the Internet are some of the major bottlenecks. A large number of users of information, particularly, from social and human sciences are not in a position to fully utilise such information sources. It is therefore, necessary that potential users of social sciences information need to be exposed to the essential skills for accessing Internet sources.

Recognising the need, the National Social Science Documentation Centre (NASSDOC), New Delhi and Centre for Research and Industrial Staff Performance (CRISP) are jointly organising a 4 day training workshop from 1-4 November, 1999 at CRISP, Bhopal under the Indo-Dutch Program on Alternatives in Development (DPAD)-Exchange of Literature, Documents and Data (EOLDD) program.

The focus of this workshop, will be to provide the participants sufficient exposure on the Internet for searching information and data through lectures & presentations, discussions, demonstrations and hands-on-workshop.

Course Content

- * Social Sciences and Information Revolution
- * Exposure to the Internet
- * Internet and its applications
- * E-mail and Internet Services
- * Internet surfing, Browser usage, Search engines & URLs
- * Major Social Science Websites

Participants

Social Scientists / Research Scholars / Social Science Faculty / Social Science Information Users.

For more information please contact Ms. U. Richharia, Manager, Information Centre, Centre for Research & Industrial Staff Performance, Shyamla Hills, Bhopal-462 002 (M.P.). Tel. : 0755-540982, 546401, Fax : 0755-545432, E-mail : crisp@mp.nic.in OR Dr. K.G. Tyagi, Director, National Social Science Documentation Centre, (ICSSR), 35, Ferozeshah Road, New Delhi-

110 001. Tel. : 011-3385959, Fax : 011-3381571, E-mail : postmast@nassdoc.delnet.ernet.in

Indian Women Towards Next Millennium

Women from NGOs have reportedly come together in a meeting in New Delhi recently to review the rights of women and girls in India since the Beijing Conference. Following this a national core group is working with a nationwide networking and consultation to carry out a national civil society assessment of promises made and action

INDIAN STATISTICAL INSTITUTE

Announces that with effect from 01 July, 2000 a vacancy in the post of DIRECTOR of the Institute will arise. The Institute is governed by its Memorandum of Association. Its objects are to promote the study and dissemination of knowledge of statistics, to develop statistical theory and methods, and their use in research and practical applications generally, with special reference to problems of planning of national development and social welfare; to undertake research in various fields of natural and social sciences, with a view to the mutual development of statistics and these sciences; to provide for, and undertake, the collection of information, investigations, and projects and operational research for purposes of planning and the improvement of efficiency of management and production; to undertake any other ancillary activities in fulfilment of these objectives. The Director is the principal executive officer of the Institute with head quarters at Calcutta and is the head of all its academic and administrative activities. He is a full time salaried person appointed for a period of five years and is simultaneously offered a substantive faculty position. Applications are invited from candidates who should be persons of high academic and professional distinction with ability of leadership and administration. The head quarter of the Director shall be at Calcutta.

The post carries a fixed pay of Rs. 26000/- p.m. and other allowances as per central government rules. The Director will have a furnished apartment at the campus of the Institute at Baranagar, Calcutta subject to payment of usual licence fee. Alternatively, the Institute may provide him with furnished accommodation in the city of Calcutta by hiring a suitable accommodation.

The selection committee will be free to consider names of suitable persons who do not themselves apply.

Applications addressed to the Chairman of the Institute should reach by 3 December, 1999 at the following address : Dr. Bimal Jalan, Chairman, ISI C/O. Secretary, ISI Council, Indian Statistical Institute, 203, B.T. Road, Calcutta-700 035.

Please visit URL : <http://www.isical.ac.in/director.html> for a copy of this advertisement.

undertaken by both government and NGOs over the past 5 years. The national core group has appointed a task force to take on the secretariat, coordination and information-sharing functions for the process.

The first working draft of a country report on "The Advancement of Women in India" — the civil society assessment of India's implementation of the Beijing Platform for Action — has been drafted by members of the women's movement. Based on a rapid appraisal of plus and minus trends and developments in key areas of concern, the working draft is the first fruit of the national review and reporting process undertaken by women NGOs. The draft has gone into wider circulation to elicit comments and contributions from women, women's organisations, legislators, institutions and civil society groups across the country — leading to the formulation of the India NGO report. The draft report had formed the basis of the Indian NGO country presentation at the South Asia Mid-Decade Beyond Beijing meeting held in Kathmandu. The final NGO Country report will be prepared on the basis of national consultations.

A common concern for the deepening of poverty and loss of women's livelihoods, a collective questioning of the impact of macro-economic policies that have lost their "human face", condemnation of the rising graph of violence, and disappointment and anger at the lack of political will to ensure the advancement of women of the region were some of the issues that came up at Kathmandu.

The participants suggested special focus on certain addi-

tional cross-cutting themes such as poverty, fundamentalism and their impact, on education, health and development in general. Issues like labour, employment and bio-diversity were also highlighted.

A joint South Asia Report agreed at the Kathmandu meeting is now available. The issues have been prioritised on the basis of their commonality in the region. These are poverty, violence and political participation. Areas of special concern include the girl child, trafficking of women and children, and the problem of disabled and aged women. The cordial environment and the firm unity among the delegates at Kathmandu were highlighted.

The Asia Pacific Regional NGO Symposium on "Asia Pacific Women : Gender Equality, Development and Peace for the 21 Century" was held in Bangkok from 31 August to 4 September, bringing together NGO women from South and South-East Asia and the Pacific nations. A Youth Forum was run concurrently on the same theme.

This Asia Pacific NGO Report will be presented at the 44th Session of the UN Commission on the Status of Women in New York in March 2000, and will be presented as the position paper of the region's women and civil society at the NGO Consultation prior to the special session of the UN General Assembly to be convened by the United Nations in June 2000.

Training Programme on Textile Machines

Nodal Centre for upgradation of Textile Education (NCUTE) was setup at I.I.T. Delhi by Govt. of India, Ministry of Textiles, to make the Tex-

tile Education more compatible and relevant to the changing needs of the industry and to provide intensive training to teachers and technical personnel of Textile Industry.

Need based Industrial programmes with a focus on specific industry sectors and specific technologies are conducted by NCUTE. In the series of such Focus Programmes, NCUTE is going to conduct a training programme on Electronic Controls in Textile Machines on Nov. 12-13, 1999 at I.I.T. Delhi. The broad topics to be covered in this programme are :

1. Concept of Textile Electronics & Structure.
2. Transducers in Textile Machines.
3. AC/DC Drives in Textile Machines.
4. Microprocessor Basics & Its use in Textile Machines.
5. Microprocessor Control of Electric Motors.
6. Maintenance & Repair of Textile Electronic Components.
7. Electronic Systems for Textile Testing.
8. Use of Computer Software in Textile Designing.
9. Recent Trends in Textile Electronics.

This programme is designed for senior technical personnel of the Industry, Teachers of degree level Textile Institutes and Technical officers of TRAs.

Further information and registration forms can be obtained from coordinator of the programme : Hiren Joshi, Head, Deptt. of Electronics & Microprocessor, M.L.V. Textile Institute, Pur Road, Bhilwara-311 001 (Raj.), India. Ph. : (01482)40092

(O), 29588 (R), Fax : (01482)40393
OR NCUTE, I.I.T. Delhi, Hauz Khas, New Delhi-110 016, Ph. : 6581059, 6591422, Fax : 6561622.

Total Quality Management in LIS

Encouraged with the success of the previous training programmes in the country on "Total Quality Management in Library & Information Services", the Indian Institute of Management, Lucknow conducted one more such training programme recently. Senior level Librarians and Information Managers (LIMs) from all over the country attended the programme. It was inaugurated by Prof. S. Chakraborty, Dean, DRM, IIM, Lucknow.

The programme was designed to equip the participants with adequate knowhow so that they are able to :

- i) gauge the requirements of their clients, i.e. the library users more accurately and precisely;
- ii) cater to the exact needs of such users; and
- iii) remain cost effective in every area of operation by doing things right the first time, everytime, all the time.

The training package was designed around the following themes :

- i) Developing total quality management (TQM) as a strategic focus to effect continuous improvement in various activities and services of a modern library and information centre (LIC) encompassing acquisition, organisation and dissemination of information.
- ii) Understanding the TQM process.

iii) Barriers to continuous improvement in the context of library and information services (LIS).

iv) Making continuous improvement a way of life for everyone involved in LIS in any organization.

The technical sessions with eminent subject experts were organised on the following topics : (i) Conceptual Framework of TQM; (ii) TQM in Library & Information Context (LIC); (iii) Service Design Process (SDP); (iv) SDP in LIC; and (v) Managing Service Delivery. Sessions on experience sharing, visits to newly constructed IIML Library and viewing of video films (on TQM) were the other enriching components of the programme.

The programme, concluded with a valedictory session. Participants provided the feedback on the programme, through a structured questionnaire designed for the purpose as well as through a report presented in the valedictory function.

Striving for Recognition Community College

The Madras Centre for Research and Development of Community Education has been working actively for the Recognition and Approval of the Community College System both from the Government of Tamil Nadu and the Human Resource Development Ministry, New Delhi.

Dr. Xavier Alphonse, the Director of the Centre was invited by the Human Resource Development Ministry, New Delhi, to make two presentations on the Community College as an Alternative and Innovative College System in India recently.

The Issues being considered are as follows :Recognition and

Approval of the Community College System, the possibility of financial assistance, integration of the System with the other Formal Systems, vertical and horizontal mobility, non-commercial and non-profit making Community based organisation starting the Community College and the Community College to be a non-governmental initiative keeping the target group of the excluded and the disadvantaged intact.

The Director of the Madras Centre has also been invited by Mr. P. Selvam, IAS, Secretary, Higher Education, Government of Tamil Nadu to submit a Document for the Recognition and Approval of the System.

The Madras Centre for Research and Development of Community Education organised the Third Consultation of all Community Colleges in Tamil Nadu and Andhra Pradesh at Madras. 22 Community Colleges with 67 participants took part in the deliberation.

The Consultation was Inaugurated by Mr. Karikal Valaven, I.A.S. Deputy Commissioner, In-Charge of Education, Corporation of Chennai, highlighted the Social side of Community Education and he wanted the Community College to be a flexible System that could help the excluded and the disadvantaged people of the Society.

Prof. Sundaram, Convenor, UGC panel on Sociology, delivered the Key Note address, in which he clearly indicated that the promotion of the Community College System finds a place in the Ninth 5 year Plan of India as an innovative programme.

Dr. Louis Xavier, S.J., Director, Loyola Institute of Business Administration, moderated the entire proceedings and the Draft Document was thoroughly dis-

cussed by all the colleges.

While going for Recognition and Approval from the Government of Tamil Nadu, the colleges agreed that there should be no compromise on the target group of the Urban Poor, Rural Poor and Women. There should be no restriction on age and minimum qualification.

- The Community Colleges should preserve the identity of their own in order to be different from other formal systems.
 - There should be flexibility and autonomy of the Community College by asking the Government to be a regulating and monitoring agency based on the agreed Norms and Guidelines by the Community Colleges.
 - While asking for autonomy, there should be sufficient amount of accountability on the part of the Community Colleges. Hence while giving the Document for Recognition and Approval to the Government of Tamil Nadu, four issues that have to be kept in mind which are :
1. The philosophy
 2. The target group
 3. Autonomy and
 4. Accountability of Community Colleges.

The Moderator concluded saying that the flexibility of the system and the regulatory nature of the Government Approval should be kept in balance.

MBA Course

A two-year postgraduate course in Business Management (MBA) is reported to be offered in near future by the Institute of Management Studies of Bharatiya Vidya Bhavan.

Bhavan Bangalore Kendra Chairman N. Ramanuja said that the course would help fill the gap between demand and supply in this discipline. Every effort had been made to ensure that the fee structure to be moderate so that all section of students would get quality higher education at an affordable price.

The course will comprise of four semesters with specialisation in finance, marketing, human resource, production and operation management and information technology.

Rehabilitation Issues

The Vice-chancellor of the Indira Gandhi National Open University (IGNOU), Mr. A.W. Khan, has reportedly made an announcement that the university was proposing an educational project addressing itself to major issues in the area of disability.

The project will focus on devising educational programmes in areas like primary rehabilitation, mobilisation and organisation of community action for development.

The major areas of concern would be the collection and analysis of comprehensive and accurate data on the respective disability situation, documentation of disability related issues and projects and package of information for diverse user groups.

Mr. Khan said the University also proposed to support the participation of disabilities, especially children and women, in the mainstream educational system.

A module for teaching children with disabilities was being prepared in collaboration with Rehabilitation Council of India

which could be incorporated in teacher training programme.

SIS-2000

19th Annual Convention and Conference on "Information Management in New Millennium" is being organised by Society for Information Science (SIS) during 27-29th January, 2000 at Indian National Science Academy, Bahadur Shah Zafar Marg, New Delhi-2.

Papers on any of the following topics are invited : Electronic Resources and Data Mining, New Technology for Internet & Information Infrastructure, Marketing of Electronic Information Resources, Emerging issues in Scientometrics/Informatics. The topics listed here however give a broad outline of the scope of the conference theme and do not limit it.

A two-day pre-conference tutorial on (I) Internet Services and Resources & (II) Web Page design is being organised at INSA, New Delhi, for the benefit of the participants. The pre-conference tutorial will be held on 24th & 25th January, 2000.

During the conference period, an exhibition of hardware, software and other library materials is being arranged. Agencies desirous of exhibiting their products may contact the Organising Secretary of the conference.

The extended abstracts not exceeding two pages must reach the Organising Secretary on or before 30th November, 1999. Authors of the accepted abstracts will be intimated before 15th December 1999. Articles of not more than 15 pages should be drawn separately on A4 size tracing sheets. The full text of the accepted papers must reach the Organising Secretary by 31st December 1999.

For further details contact Dr. (Mrs.) Usha Mujoo Munshi, Organising Secretary, Indian National Science Academy, Bahadur Shah Zafar Marg, New Delhi-2 E-mail:sis2000@yahoo.com

National Seminar on Watershed Management

A two-day National Seminar on "Watershed Management for Sustainable Development with Reference to Drought prone areas" is being organised by the Dept. of Economics, Sri Venkateswara University, Tirupati during 7-8 Dec., 1999. Water is one of the most precious gifts of nature. Life and civilisation cannot exist without water. Water is a vital input for production of food, fuel, fodder, fiber and fruits to the society. The total arable land in India is 165 Million Hectares against geographical area of 329 Million Hectares which is about 50 per cent. The total drought prone area in the country is estimated to be around 108.15 Million Hectares i.e., 33.0 per cent of Indian Peninsula, spreading over 99 districts and 723 taluks of 13 States. The country witnessed four successive serious droughts during the period 1984-87. In 1987, more than 286 Million people were affected due to severe drought in the country. Drought mitigation has to be given high priority, because droughts are no longer regarded as curse of nature, but normal occurrence in a meteorological cycle. Man can curb it, provided there is a will.

The vulnerability of high yielding agriculture is a consequence of its dependence on resources that are running out. In this hour of need, it is recognised that sustainable agricultural production not only

involves identification and application of improved techniques but also ecological and socio-economic concerns. Watershed programme is considered as a worthy one in serving renowned chronic drought prone areas like Rayalaseema, Kalahandi, Jaisalmer, Pudukottai, etc, in India.

A watershed is a natural drainage area of a river, a tank, a pond, or a lake. In the watershed approach, a watershed is used as a unit of planning and management of land, water and other sources and all inter-related factors such as physical, biological, technological, economic, socio-cultural, managerial, etc, are considered together in a system framework. Use of the watershed approach in India is of relatively recent origin, but spreading like gospel of Messiah. Agriculture should be made as a profitable enterprise, so as to generate high income and employment. The paper writers are requested to focus their papers on the following themes.

1. Planning and Management of Resources

Valuation of natural Resources-Optimisation-Base line survey-Master Plan-Size of investment-Linkages of agricultural and rural development programmes-Ecological balance-Harvesting tank, lakes, ponds, rivers-Case studies — National Watershed Development Programme for Rainfed Areas (NWDPRA)-Drought prone Area Programme (DPAP)-Desert Development Programme (DDP)-Central Institute for Dryland Agriculture (CRIDA)-Watershed Development Teams (WDT), Integrated Watershed Management (IWM)-CH Hanumantha

Rao Technical Committee report-Micro watersheds-Central and State Schemes-Special Programmes on Rayalaseema zone.

2. Financing and Implementation

Technical guidance-Community workers-Project monitoring and control cyclical credit-subsidy-Impact of project on crop yields, Animal husbandry, Horticultural and social forestry, etc,-Cost-benefit analysis-Internal rate of return-Appropriate technology.

3. People's Participation

Formal and informal associations-Privatisation-Institutional-publicity media-Self help groups-NGOs-Legal barriers-Leadership-common Property Resources (CPRs)-Politicalisation-Transfer of technology-Remote sensing-Researcher and extension officials-Crop loan insurance.

The papers should be original, innovative and empirical. The authors may send one full paper with maximum 10 pages along with an abstract of two papers, in typed or floppy form, which is returnable. The paper presenters will be paid 1st class Railway fare and cost-free local hospitality. Reputed Institutions can depute their personnel. The paper should reach on or before Nov. 15.

IGNOU's Virtual Classrooms

The Indira Gandhi National Open University (IGNOU) is reported to have teamed up with Satyam Infoway Ltd. to provide computer students instruction material in the form of CD-ROMs along with 24-hour Internet access during the six-month semester period.

In other words, students registered with IGNOU's School of Computer and Information Sciences will henceforth experience the reality of Virtual Campus Initiative (VCI), a software programme where every interaction is online, from receiving instruction material, interacting with IGNOU's faculty members, submitting assignments to the final grading.

All that a student has to do is log on to the "assignment submission" section of <http://www.ignou.edu> after entering his "user name" and the "password." Once submitted, the system validates the answers and the student immediately gets his marks, online.

The assignments are also available in the printed format in the starters kit along with the electronic version on the CD-ROMs.

Alternatively, these can be downloaded from the Internet. In this regard, the University is already in the process of getting Internet connectivity from Videsh Sanchar Nigam Limited.

At present, the VCI system covers only computer courses with the objective of giving a more relaxed time schedule to the employed students, who most often enrol for IGNOU's distance learning programmes.

Last year also, IGNOU had distributed 4,000 CD-ROMs amongst its students on an experimental basis containing courseware for three degree courses.

This year, after a tie-up with Satyam, IGNOU is all set to register 70,000 students on this programme, providing them with the in-built SatyamOnline Internet access so that they can

interact with the faculty in a virtual classroom like scenario.

In all, the VCI programme run by IGNOU's School of Computer and Information Sciences (SOCIS) will cover 12 courses. "The response from the students, so far, is overwhelming," says M.M. Pant, Director, SOCIS, IGNOU.

According to Prof. Abdul W. Khan, the Vice-chancellor of the university, the VCI concept has several advantages over the traditional system.

It shifts the emphasis from teaching to learning and promises wider access in distant learning.

Besides, it promotes an egalitarian set-up where all geographical and socio-economic barriers are finally breached. Considering its reach, it is more cost-effective than the traditional form of learning.

Human Rights Academy

Supreme Court Judge Mr. Justice S. Saghir Ahmed reportedly recommended the setting up of a Human Rights Academy by the government in every state to sensitise the police force and bureaucracy about issues concerning human rights.

He was speaking at the inauguration of the five-day 'Human Rights sensitisation course for judicial officers' jointly organised by Karnataka Judicial Academy and National Law School of India.

Mr. Justice Saghir Ahmed said there was a need for setting up institutions which sensitised law-enforcing agencies about the freedom and rights of an individual as enshrined

in the Constitution and thereby reduce human rights abuse in the country. As the police and bureaucracy maintained a close interface with the common people, sensitising these agencies towards human rights is pertinent, he said.

However, on the need for sensitising the judicial officers, Mr. Justice Ahmed said the judicial officers were not insensitive to issues on human rights and were implementing all the directions of Supreme Court concerning human rights in the day-to-day administration of justice. He said the courts have been instrumental in checking human rights violations by penalising the agencies that have either perpetrated or aided the abuse of rights.

He said there was a need for an amendment to the Indian Penal Code so that the fine amount which is imposed by the courts on the accused after trial may go to the victim of the crime and if he was the victim of murder, it should go to the heirs of the victim by way of compensation and not to the corpus of the state.

Chief Justice of Karnataka High Court Mr. Justice Y. Bhaskar Rao, concurring with Justice Ahmed's view, said there was a need for understanding the concept of human rights and its implementation in the governance of judicial administration. Members of the judiciary other than the Apex court and High Courts require orientation about human rights violations and remedial measures should be taken while administering criminal justice, he noted. As the subordinate courts were approached by the majority,

there was a need for more broad-based and efficiency-linked programme of human rights violations to these courts, he added.

Brain Research

India is reported to be linking up with specialised brain research centres in the U.S. and Japan to accelerate its own pace of work in the area. Indian scientists will receive training at advanced laboratories in these countries.

Agreements with experts from the two countries were signed at the conclusion of a three-day International Colloquium on Brain Research. Letters of cooperation were exchanged with the National Institutes of Health, U.S. and the Brain Research Centre, RIKEN, Japan. The colloquium was organised by the National Brain Research Centre of the Department of Biotechnology.

Researchers in the U.S. are already establishing databases on brain by linking with centres across the world. Already centres in the UK, Japan, some European countries and members of the Organisation of Economic Cooperation and Development are part of the network. The latest to join the list would be the newly-set up National Brain Research Centre in India.

Priority areas for research in India will include neuroinformatics, mapping and modelling the brain structure and functions as well as psychiatric disorders and neurodegenerative diseases.

Neuroscientists in advanced brain research centres are now trying to understand how brain cells respond during behaviour. Highly specialised work at these

centres is helping in putting together tools that are able to see the brain signals and how and why they change.

Computer scientists have already put together a programme that allow brain components to connect with each one at levels of magnificational models but also chemicals, ions, transmitters, all of which form part of the complex brain network.

Tools have been developed to compare brain data. Technology is helping to unfold the brain by either inflating it on

computer images or making it flat.

The National Brain Research Centre will help Indian Scientists in doing brain research to establish international linkages as well as take up collaborative efforts with other international centres.

Congratulations!

Dr. Krishen Chander Bangar took over the charge as the Vice-chancellor of Guru Jambeshwar University (GJU), Hissar.

News from Abroad

International Congress on Mathematics

An "International Congress of Ghias-al-Din Jamshid-al-Kashi, a great scientist and mathematician, coterminous with the world mathematical year" is scheduled to be held in spring 2000 in Kashan University, Kashan, I.R. Iran.

Outstanding Mathematicians and astronomers are in-

vited to participate in the Congress. Interested candidates may contact Embassy of the Islamic Republic of Iran, New Delhi and send a brief resume and an update of the work so as to enable this Embassy to forward the same to the organizers of the Congress.



INDIAN INSTITUTE OF TECHNOLOGY, BOMBAY

Powai, Mumbai 400 076

Advertisement No. N-17/99-2000

Applications are invited from candidates for the permanent post of Executive Engineer (CMI) (reserved for SC category) In the pre-revised scale of Rs. 3000-100-3500-125-4500 (likely to be revised to Rs. 10000-325-15200).

Qualification & Experience: Degree in Civil Engineering or equivalent with 10 years experience in maintenance/rehabilitation, construction, planning, design and execution of buildings. Desirable: Post-graduate in Structural Engineering with experience in design construction and maintenance of multi-storeyed building. Exposure to Computer applications.

Application form alongwith Information Sheet can be had from the Registrar, I.I.T. Bombay, by sending a self-addressed and stamped envelope of Rs.3/- of 25cm x 10cm size, duly quoting the advertisement number and post.

Completed application forms should reach the Registrar, IIT, Bombay, Mumbai - 400 076 on or before 3.12.1999.

Registrar

BOOK REVIEW

Indian Psychological Reality as Variant in Psychology — An Attempt

Maharaj Singh*

U.N. Dass and Uday Jain. Perspectives on Psychology and Social Development. New Delhi. Concept Publishing Company. 1999. Pp. 442. Rs. 550/-.

The book entitled "Perspectives on Psychology and Social Development" has a collection of papers from the proceedings of the VIIth and VIIIth Congress of the National Academy of Psychology, India. The volume will not only provide a useful reference to the focus of researches being done in India, but will also provide an insight in conceptualisation of the problems related to the social development for the social scientists and for the policy makers in our country.

The volume covers several areas of psychological researches ranging from organisational, social, mental and environmental to the aspects of human cognition including reading, learning of the language. All together the volume contains twenty-nine research contributions from psychologists working in different areas of psychology. Most of the contributors have made attempts to focus on the research relevant to social development in the areas of education, health care, employment generation and social welfare.

The chapter on the 'role of so-

cial psychology in national development' provides the understanding and analysis of psychological characteristics of the people in India. According to the authors the concept of national development is very complex and cannot be dealt with the constructs of social psychology alone.

The chapters on organisation behaviour has provided some insight in the theoretical and empirical aspect of the behaviours of employees in the context of changing economic and political scenario in our country. The need for psychological well-being of the employee for improving their quality of work life, is stressed. The comparison of organisational control characteristics in the nationalised and non-nationalised banks revealed that nationalised banks have less centralisation of controls and also have less compliance.

The articles on mental health of women provides an insight in the feminist account of the social construction of gender for understanding women's mental health problems. The study on dual career families provides some explanations for job satisfaction and life satisfaction. However another study on the effect of maternal employment shows that maternal employment provides economic

stability to the family and as such does not affect the development of cognitive abilities among children. A paper on the cultural differences in mothering of daughter focuses upon the experiences of mothers themselves.

On the article on community participation in rural development the author has evaluated the role of community in the process of rural development. According to the author 'if various schemes of development and poverty eradication had worked India would have been a developed country by now'. Furthermore, an empirical study on Hindu-Muslim relationship provides both optimism for integration-building measures as well as cautions against oversimplification of the issue of such relationship. In order to strengthen our commitment to pluralism in our society the authors stresses on the need for a planned programme of cultural education. In the study on the collectivism versus individualism the author concludes that despite the prevalence of self-centred individualism, violence and malpractice, some healthy aspirations and values are still cherished in the thinking of the people of Bihar.

The article on Psychology in India stresses the need for reshaping the curriculum of psychology so that the knowledge of the discipline can directly be applied to the social problems. Similarly article on educational psychology stresses the need to identify new thrusts to gain respectability in the Indian educational system. The results of the study on emotional adjustment shows that the emotions affect social and family adjustment. However, in another

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study it is found that in case of delinquent children emotional adjustment does not affect the family and social adjustment.

The empirical studies on reading shows that although PASS has a unique role in reading, conceptual planning determines the reading achievement among children. Another study on reading suggests that reading involves both simultaneous and successive processing. The authors also provides some useful suggestions for the improvement of reading skills among children.

The results of the study on the role of second language as medium of instruction shows that mother tongue (first language) as medium of instruction facilitate and enhances the development of cognitive abilities. According to another study reported in the volume the environment plays an important role in the mental development of the children. Yet another empirical study emphasises the primary role of the maternal input in the language development among young children. In the field of comparative psychology the two studies reported in volume shows that nutrition and environment not only affect learning and the performance on Hebb-Williams maze, but also affect the emotionality as well performance on the spontaneous motor activities in the albino rats.

In the final article an attempt is made to examine the problems in conceptualising the social development in the Indian context and the possible role of psychological research in understanding and facilitating social development. Overall the volume provides a very useful reference for the contemporary researches being carried out in India. □

CH. CHARAN SINGH UNIVERSITY, MEERUT

Advt. No. 9/99 **SITUATION VACANT**

Applications for the following posts are invited in the prescribed form (six copies) available from the Registrar by sending a crossed D/Draft for Rs.300/- (At cash counter Rs.250/-) payable to Finance Controller, C.C.S. University, Meerut, to reach on or before 15th December, 1999 through Registered / Speed Post only. Incomplete applications & application forms received after the last date are liable to be rejected. The S.C./S.T./O.B.C. candidates must enclose a certificate from the concerned District Magistrate. The University reserves the right to alter or modify any terms & conditions regarding the filling of the posts.

Reservations are as per U.P. Govt. rules and regulations. Symbols indicate U.R.-Unreserved, SC-Scheduled Caste, ST-Scheduled Tribe, OBC-Other Back Ward Castes.

(A) Professor (Rs.16400-450-20900-500-22400) No. of Vacancy - 4 (Permanent) Physics - 2 (UR & SC/ST * *); Zoology-1 (UR); History-1 (UR)

* * In view of Supreme Court and High Court Judgements, this post will be treated as unreserved in case suitable S.C./S.T. candidate is not available.

(B) Librarian (Rs. 16400-450-20900-500-22400) One Post (UR)

(C) Reader (Rs. 12000-420-18300) No. of Vacancies-11 Botany-1 (SC); English-2 (OBC, UR); Education-1 (SC); Mathematics-1 (OBC); ** Ag. Botany-1 (OBC); Statistics-1 (SC); Economics-1 (UR); Political Science-1 (UR) ** Chemistry (Organic)-1 (UR); Russian-1 (UR)

Note :- **The Posts are temporary but likely to continue.

(D) Lecturer (8000-275-13500) No. of Vacancies-11

Economics-1 (SC); Botany-1 (OBC), Computer Sc.-1 (UR) Sociology-2 (OBC, UR); History-1 (SC); Psychology-1 (SC); Education-1 (OBC); ** Chemistry (Inorganic)-1 (UR); ** Hindi-1 (UR); ** Urdu-1 (O.B.C.).

Note :- ** The Posts are temporary but likely to continue.

ESSENTIAL QUALIFICATIONS : (A) Professor : 1. Eminent scholar with published work of high quality and active engagement in research and ten years experience of teaching or research and experience of guiding research at Doctorate level.

OR

Outstanding scholar with established reputation for significant contribution to knowledge.

(B) Librarian : (i) Master's Degree in Library Science/Information Science/ Documentation with Min. 55% marks or equivalent degree and consistently good academic record. (ii) One Year's Specialization in Information technology/ Archival Conservation and Preservation of manuscript or Master's Degree in the specialized area of Institution. (iii) At least a minimum of 10 years experience as Dy. Librarian in a University library or 15 years experience as Librarian in a Degree College. (iv) Evidence of innovation in Library Service and organisation and published work.

DESIRABLE QUALIFICATION : M.Phil/Ph.D. in Library Science/Information Science/Documentation/Conservation of Archives and preservation of Manuscripts. Library is in advanced stage of computerisation. Those well versed in the process of computerisation will be preferred.

(C) Reader : (i) Good academic record with a Doctorate degree or equivalent published work, active engagement in research or innovation in teaching methods or production of teaching materials and (ii) Five years exp. of teaching or research including atleast 3 years as lecturer or in an equivalent position.

Provided that the requirement in contained in subclause-(ii) may be relaxed in the case of a candidate who, in the opinion of the selection committee, has outstanding research work to his credit.

(D) Lecturer : 1. Master's degree or an equivalent degree of a foreign Univ. in the relevant subject with at least 55% marks or its equivalent grade and consistently good academic record. 2. Qualified NET or equivalent test or State comprehensive test conducted as per scheme of the UGC. 3. NET qualification is relaxable if M.Phil. completed or submitted the Ph.D. thesis before Dec. 31, 1993 or NET qualification is relaxed for such subjects by UGC. 4. Only for B.Ed.-A candidate for lecturership in the faculty of education having obtained either an average of 55% marks in B.Ed. degree and second class in any other Bachelor's degree or 50% marks in each of the two examinations separately is said to have consistently good academic record.

NOTE : 1. Separate application forms be submitted for each post. 2 The OBC candidates are required to send their non-creamy layer certificate as per Govt. Notification, otherwise their application will be considered in general category. 3. The candidates belonging to SC/ST and OBC are free to apply as general candidates also. 4. Mere fulfilling the essential and desirable qualifications will not entitle an applicant to be called for interview. 5. The number of posts may increase or decrease.

6. Last date for receipt of completed application by the University is 15th December, 1999.

(V. K. SINHA) REGISTRAR

COMMUNICATION

Skills of Communication and Learning

I was literally thrilled to read excerpts from the Convocation Address of Dr. M.K. Mani, Chief Nephrologist, Apollo Hospitals, Chennai, delivered at the NTR University of Health Science, Vijayawada (*University News*, August 2, 1999, P. 18). Convocation addresses are generally not meant for critical comments, but the very fact that this one was published in the *University News* provoked instant reaction and mine was that of immense appreciation primarily because Dr. Mani's words of advice are relevant not for medical graduates alone but to all graduates and even teachers of higher education. I wish every student and teacher reads this convocation address. Dr. Mani has conveyed his outstanding views on reading, documentation, and learning : "I have spent a long time talking about reading. What we get by reading is the distilled wisdom of others. It is necessary and we must do it." "But there is something more important, and that is to learn from our experience. Documentation is our Achille's heel. We must make sure that all our experience is recorded."

That communication skills are extremely important was brought out more than a year ago in a beautiful article titled "The Doctor's Dilemma", by Dr. K. Ganapathy, Senior consulting Neurosurgeon also at the Apollo

Hospitals, Chennai; and Secretary, Neurological Society of India (*The Hindu*, May 31, 1998). He advocated the need for doctors to develop skills of speaking and listening : "Communicating with patients is indeed a formidable task. The importance of conveying a tone of authority should not negate the need to exhibit empathy. Language is rich in synonyms. The right words can be a life-saving elixir mobilising the will to live. Manner and style of communication is as important as the contents. Patients also want to be listened to."

My own experience while addressing a number of Orientation and Refresher programmes of Administrative Staff Colleges of several universities in Andhra Pradesh in the last 4-5 years for college and university teachers and college principals was that while teachers may know the subject well, equally and perhaps more important is the manner and style that creates interest and motivation amongst students. No two styles can be the same but

styles can be learnt and developed. This needs a conscious effort and good and effective reading habits (known professionally as faster and better reading skills). The aim should be achieving "excellence" in communication which by very definition is continuous improvement within oneself like an olympic champion who wants to excel and even break his own record. Excellence is a journey, not a destination. Knowingly or unknowingly, youngsters are constantly watching their parents and teachers and if they have in front of them excellent communicators (in all the four modes : speaking, listening, reading, and writing), they are bound to feel inspired and perform well. As Dr. Mani says in his final message : "Let everything you do in your life be useful or enjoyable. Useful to yourself or others". Indeed, distilled wisdom ready-to-use by learners and teachers of higher education.

Professor Bharat R. Sant
Chairman, Management and
Resource Development
Foundation, C-14/2,
Kakateeyanagar, Habsiguda,
Hyderabad-500 007



POSTGRADUATE INSTITUTE OF MEDICAL,
EDUCATION & RESEARCH, CHANDIGARH

CORRIGENDUM

Reference admission notice no. 54/99 (Acad.) published in this paper on 18.10.99. The number of seats in open (General Category) in the following departments, for DM/MCh. courses are revised as under.

Sr. No.	Department	No. of seats
1.	Neurology	2
2.	Neonatology	2
3.	Pulmonary Medicine	2
4.	Neurosurgery	4

REGISTRAR

THESES OF THE MONTH

A list of doctoral theses accepted by Indian Universities (August-September 1999)

HUMANITIES

Fine Arts

Drama

1. Bansal, Parma Nand. **Paramparik Himachali lok natya, unka sanskritik tatha sangitik paksha: Dhaji lok natya ke vishesh sandarbh mein.** Department of Performing Arts, Himachal Pradesh University, Shimla.

Drawing & Painting

1. Kushwaha, Shailendra K S. **17th century Mewar School of Rajasthani painting: Study based on the three major painters namely Nisarudin, Sanibdin and Manohar.** Department of Art History, Maharaja Sayajirao University of Baroda, Vadodara.

Music

1. Jeet Ram. **Adhunik shastriya gayan ka vyavsayik paksh.** Department of Performing Arts, Himachal Pradesh University, Shimla.

Geography

1. Lalzagou. **Khuga River Basin: A geographical investigation for its integrated development.** (Prof R P Singh), Department of Geography, Manipur University, Imphal.
2. Md Irfan Sabir. **Role of groundwater in the development of agriculture in Aligarh District, UP.** (Prof Azimuddin Qureshi), Department of Geography, Aligarh Muslim University, Aligarh.
3. Miral, Mahendra Singh. **Adventure tourism in UP Himalaya: Status, potentiality and environmental impact.** (Dr S K Singh), Department of Geography, Kumaun University, Nainital.
4. Sanjay Singh. **Minerals, mining and environmental impacts in Himachal Pradesh.** Department of Geography, Himachal Pradesh University, Shimla.
5. Tewari, Bhagawati. **Water shed development planning of Balia Catchment: A study in environmental impact assessment.** (Dr P C Tewari), Department of Geography, Kumaun University, Nainital.

History

1. Joshi, Janki. **Madhyakaleen makbare: Ek aitihasik evam sanskritik adhyayan.** (Dr C M Agrawal), Department of History, Kumaun University, Nainital.
2. Lavanya, M. **Pre-historic and early historic settlement patterns in Andhra Pradesh upto AD 500.** (Prof T R Sharma), Department of History, University of Hyderabad, Hyderabad.
3. Pandey, Sangeeta. **Structural changes in Kumaun with the advent of foreign rule, 1743-1817: A historical study.** (Dr M P Joshi), Department of History, Kumaun University, Nainital.
4. Ramaiah, Ch. **Socio-economic conditions in feudal estate, villages of Nalgonda District: A historical study, 1900-1950.** (Prof Y Sudershan Rao), Department of History, Kakatiya University, Warangal.

5. Srivastava, Harishankar. **Adhunik punrajagrani mein Raja Rammohan Rai kee bhunika.** (Dr S K Tripathi), Department of History, Guru Ghasidas University, Bilaspur.

6. Tewari, Kailash Chandra. **Swatantrayottar Uttarakhand mein nasha virodhi andolan.** (Dr Shekhar Pathak), Department of History, Kumaun University, Nainital.

Language & Literature

Arabic

1. Amimul Ahsan. **Life and poetry of Jameel Sidqi Al-Zahavi.** (Prof S Kafeel Ahmad Qasmi), Department of Arabic, Aligarh Muslim University, Aligarh.

2. Hasan, Md Sadrul. **Critical study of Arabic eulogies of Prophet Mohammad, PBH composed in India: A study including the compilation and critical edition of the text.** (Prof Abdul Bari), Department of Arabic, Aligarh Muslim University, Aligarh.

3. Jamshed Ahmed. **Magazi Yahya b Sa'id Al-Umavi, d 194 A H: A textual study.** (Dr M S Umari), Department of Arabic, Aligarh Muslim University, Aligarh

Dogri

1. Bhasin, Chanchal. **Dogri upanyasen ch varga sangharsha: Ik adhyayan.** (Dr Champa Sharma), Department of Dogri, University of Jammu, Jammu.

English

1. Ghauri, Shahla. **A critical study of Hemingway's short stories in relation to his novels.** (Prof S Wiqar Husain), Department of English, Aligarh Muslim University, Aligarh.

2. Maan, Chanchal Singh. **Iconization of Indian culture in the poetry of four modern Indian English poets.** Department of English, Himachal Pradesh University, Shimla.

3. Rajasekhar, P. **Tradition and discontinuity: A study of minority discourse and bakhtinian thought in Mordecai Richler's fiction.** (Prof T Nageswara Rao), Department of English, University of Hyderabad, Hyderabad.

4. Rathod, Jenny Surendra. **History and historiography of the Indian English novel.** Department of English, Maharaja Sayajirao University of Baroda, Vadodara.

Hindi

1. Agrawal, Kavita. **Premchand kee kahaniyon ka manovaigyanik adhyayan.** (Dr R A Upadhyay), Department of Hindi, Kumaun University, Nainital.

2. Arya, Suresh Chandra. **Dr Laxmi Narayan Lal ka natya shilpa.** (Dr D K Panaru), Department of Hindi, Kumaun University, Nainital.

3. Awasthi, Mithilesh Kumar. **Yashpal ke upanyason mein yugchetana.** (Dr Durgashankar Mishra), Department of Hindi, Nagpur University, Nagpur.

4. Dhanik, Deepa. **Pant kavya kee sanskritik evam**

darshanik parishthabhumi tatha unka naveen jeewan darshan. (Dr S S Bisht), Department of Hindi, Kumaun University, Nainital.

5. Gupta, Ramesh Chander. Beesvin shati uttarardh kee kavita: Parampara, parivesh, prayojan aur pratiman. Department of Hindi, Himachal Pradesh University, Shimla.

6. Guriya, Deepika. Hindi ke vikas mein Arya Samaj ka yogdan. (Dr B M Gupta), Department of Hindi, Kumaun University, Nainital.

7. Khulbe, Kiran. Kedarnath Aggarwal ke kavya mein pragativadi chetana. (Dr D K Panaru), Department of Hindi, Kumaun University, Nainital.

8. Mahendra Pal Singh. Gajanan Madhav Muktibodh aur Sachidanand Hira N and Vatsyayan Ajneya ke kavya chintan ka tulnatamak adhyayan. (Prof K M Mishra), Department of Hindi, Aligarh Muslim University, Aligarh.

9. Pant, Geeta Kumauni kee boliyon ka tulnatamak adhyayan. (Dr S S Bisht), Department of Hindi, Kumaun University, Nainital.

10. Rathod, Kishnusinh Nensinh. Premchand kee parampara ke paripreksha mein Bhairav Prasad Gupta ke upanyason ka anusheelan. (Dr P D Vaishya), Department of Hindi, North Gujarat University, Patan.

11. Saxena, Shalini. Chhattisgarh mein Kabir panthi parampara evam Bisahudas Mahant ka vyaktitva evam krititva: Ek mulyankan. (Dr Vinay Kumar Pathak), Department of Hindi, Guru Chasidas University, Bilaspur.

12. Sharma, Anita. Kyothal kshetra ke lok sahitya ka sanskritik adhyayan. Department of Hindi, Himachal Pradesh University, Shimla.

13. Sharma, Gautam Kumar. Vishnu Prabhakar ke katha sahitya mein samajik yatharth. Department of Hindi, Himachal Pradesh University, Shimla

14. Singh, Geeta Vinod Ramcharit Manas aur Ramchandrika ka shilpavidhan ka tulnatamak anusheelan. (Dr Harbhajan Singh Hanspal), Department of Hindi, Nagpur University, Nagpur.

Marathi

1. Parate, Shraddha Madhukar. Amrita Pritam yanchya anuvadit Marathi sahityacha chikitsak abhyas. (Prof Manik Gourghate), Department of Marathi, Nagpur University, Nagpur.

Persian

1. Quadri, Ghulam Ashraf. A critical edition of Tabqat-e-Shahjahani first five Tabqat with introduction and notes. (Prof S M Tariq Hasan), Department of Persian, Aligarh Muslim University, Aligarh.

Sanskrit

1. Bhatt, Santosh. Manusmriti kee Acharya Kulluk Bhatt virachit Mandarathmuktawali ka sameekshatmak adhyayan. (Dr D R Tripathi), Department of Sanskrit, Kumaun University, Nainital.

2. Gupta, Renu. Code of conduct in Smritis and its contemporary relevance. (Dr Ramnika Jalali), Department of Sanskrit, University of Jammu, Jammu.

3. Joshi, Kamal Mahakavi Abhiraj pranit mahakavyon ka

sameekshatmak adhyayan. (Dr Kiran Tandon), Department of Sanskrit, Kumaun University, Nainital.

4. Meera Devi. Murari krit Anraghraghav natak ka sameekshatmak adhyayan. Department of Sanskrit, Himachal Pradesh University, Shimla.

5. Pathak, Bhuwan Chandra. Vaishnav Dharam ke paripreksha mein Shrimad Bhagvat ka vishleshanatmak vivechan. (Dr D R Tripathi), Department of Sanskrit, Kumaun University, Nainital.

6. Paunikar, Suchita Sadanand. Rashtriya charitya nirmanat arvacheen Sanskrit vibhutikavyanchi upayuktata. (Dr Rupa Kulkarni), Department of Sanskrit, Nagpur University, Nagpur.

7. Sharma, Devinder Prabha. Rigvediya ushsu sukton ka sameekshatmak adhyayan. Department of Sanskrit, Himachal Pradesh University, Shimla.

8. Sharma, Laxmi Narayan. Study of astrology in Puranas. (Prof Purshotam Sharma), Department of Sanskrit, University of Jammu, Jammu.

9. Sharma, Seema. Bhas pranit Ram kathashrit natakona ka sameekshatmak adhyayan. Department of Sanskrit, Himachal Pradesh University, Shimla.

10. Sharma, Veena Kumari. Bhasvirachit Abhishek natak: Ek sameekshatmak adhyayan. Department of Sanskrit, Himachal Pradesh University, Shimla.

11. Singh, Sarita. Malwikanimitram evam Vidyottma natika ka tulnatamak adhyayan. Department of Sanskrit, Himachal Pradesh University, Shimla.

Urdu

1. Abdul Haque. Arabic and Persian sayings and proverbs in important Urdu romances, dastans. (Prof Zahur-Ud-Din), Department of Urdu, University of Jammu, Jammu.

2. Ansari, Karimulla Mohammed Yasin. Maulana Abul Kalam Azad: Hayat wa nazariyat. Department of Urdu, Maharaja Sayajirao University of Baroda, Vadodara.

3. Naushaba Parveen. Ghulam Abbas: Hayat aur adabi khidmat. (Mr Altaf Husain), Department of Urdu, Aligarh Muslim University, Aligarh.

4. Rana Noor. Dr Mansha-Ur-Rehman Khan Mansha: Hayat, shakhsiyat-elmi-e-adabi khidmat. (Dr A R Khan), Department of Urdu, Nagpur University, Nagpur.

5. Syed Ekhteyar Ali. An explanatory phonology of the Deccani Urdu of Hyderabad. (Dr A R Fatih), Department of Urdu, Aligarh Muslim University, Aligarh.

Philosophy

1. Biswas, Prasenjit. A comparative study of the postmodern and the modern critique of knowledge in Richard Rorty, Jacques Derrida and Jurgen Habermas. (Prof M M Agarwal), Department of Philosophy, North Eastern Hill University, Shillong.

2. Bora, Shakuntala. The self and the problem of personal identity. (Prof M M Agrawal), Department of Philosophy, North Eastern Hill University, Shillong.

3. Juktimath, Kotrabasayya Vishwanath. Virasaiva mysticism: A philosophical study. (Dr N G Mahadevappa), Department of Philosophy, Karnataka University, Dharwad.



**SANJAY GANDHI POSTGRADUATE INSTITUTE OF
MEDICAL SCIENCES, RAE BARELI ROAD,
LUCKNOW-226 014 (U.P.)**

FAX NO. 91-522-440973, TELEPHONE : 440004-8
E-mail : sgpgi@1w1.vsnl.net.in

Advt. No. Acad.-7/99

आत्मना सर्वो जितः

ADMISSIONS & APPOINTMENTS

Applications are invited on prescribed form from qualified Indian nationals desirous of admission/appointments in M.D./D.M./M.Ch./PDCC/Senior Resident (Hospital Services) programme in the following specialities commencing from January, 2000 session :

DEPARTMENT	D.M./M.Ch.	SR. RESIDENT (HS)		
		UR	SC	OBC
Cardiology	2	2	1	2
CVTS	2	3	1	2
Neurology	2	2	—	3
Neurosurgery	4	—	—	1
Nephrology	2	2	1	2
Urology	2	1	—	1
Clinical Immunology*	2	5	—	2
Medical Genetics	2	2	1	2
Gastroenterology	2	2	—	2
Surgical Gastroenterology	1	3	2	—
Endocrinology	2	2	—	1
Microbiology	—	1	—	1
Radiodiagnosis	—	2	—	1
Nuclear Medicine	—	2	—	2
Radiotherapy	—	2	1	1
Transfusion Medicine	—	—	1	—
SPECIALITY	PDCC	SR. RESIDENT (HS)		
		2	—	—
		2	1	—
		4	—	2
M.D. COURSES				
Microbiology	2			
Radiodiagnosis	2			
Nuclear Medicine	1			
Transfusion Medicine	2			
Radiotherapy	2			
Pathology	2			
Anaesthesiology	2			

*4 posts of Sr. Residents (HS) are for BMT. Candidates having experience in hemato-oncology will be preferred.

Eligibility for M.D. Courses : Candidates must have completed one year rotational internship as on 01.05.2000 after having passed MBBS examination from a medical college/institute duly recognised by MCI and should have permanent registration with MCI.

Eligibility for D.M./M.Ch. Courses : Candidates must a degree of M.D. in Medicine or Paediatrics for D.M. and or M.S. in General Surgery for M.Ch. courses respectively of any recognised university or an equivalent qualification recognized by the MCI for this purpose. (For D.M. Medical Genetics a candidate with M.D. in Gyne. & Obst. can also apply).

Eligibility for PDCC : Cardiac and Neuro Anaesthesiology : M.D. (Anaesthesiology); For Renal Pathology : M.D. (Pathology) & for Surgical Endocrinology : M.S. in Surgery.

Eligibility for Senior Residents (Hospital Services) : M.D./M.S. in respective speciality or equivalent qualification recognized by MCI. For Nuclear Medicine a candidate with M.D. (Nuclear Medicine) or MBBS with DRM and for Transfusion Medicine : M.D. (Transfusion Medicine/Pathology) or MBBS with Ph.D. in Transfusion Medicine can also apply.

General Instructions :

1. Candidates who have participated in illegal strikes or violated the provisions of Essential Services Maintenance Act (ESMA) anywhere would not be eligible to apply. Candidates must enclose a self declaration to this effect alongwith the application form.
2. Reservation will apply according to Govt. policies at the time of selection.
3. Bulletin of information brochure cum application form is available at the Academic Section, SGPGIMS, Lucknow against demand draft for Rs. 250/- . The draft should be in favour of the Director, SGPGIMS, Lucknow (SBI, SGPGIMS Lucknow Code No. 7789) and be valid for 06 months. The request for the prospectus should be accompanied by a self addressed envelope of size not less than 25 cms x 15 cms and affixed postage stamp of Rs. 27/- (for registered post) or affixed with postage stamp required for obtaining prospectus by speed post). The prospectus can also be obtained (in person) from the Liaison Officer, D-III, House No. 3057, Basant Kunj, New Delhi-(Phone No. 011-6136213) against demand draft for Rs. 250/- on any working day.
4. The Post Doctoral Certificate Courses (PDCC) are available in Cardiac-Anaesthesiology, Neuro-Anaesthesiology, Renal Pathology & Surgical Endocrinology.
5. The examination for selection D.M./M.Ch./PDCC/ Senior Residents (Hospital Services) will be held on 26th December, 1999 at the Central School, SGPGIMS Campus, Lucknow. The practical/interview of all eligible candidates will be held on 27th December from 9.00 a.m. onwards in the respective Departments, SGPGIMS.
6. The entrance examination for admission to M.D. courses will be held on 16th January, 2000 at 11.00 a.m. at the Central School, SGPGIMS Campus, Lucknow. The session for M.D. courses will start from May, 2000.
7. The number of seats/posts advertised could vary.
8. **Maximum Age Limit :** For D.M./M.Ch./PDCC/Senior Resident (HS) is 35 years and for M.D. courses 30 years as on 1.1.2000.

LAST DATE FOR ISSUE OF APPLICATION FORMS — 4th December, 1999.

LAST DATE FOR RECEIPT OF COMPLETED FORMS — 10th December, 1999.

EXECUTIVE REGISTRAR



TATA INSTITUTE OF SOCIAL SCIENCES

(A Deemed University)

Post Box No. 8310, Deonar, Mumbai 400 088

No. Admn/Advt/99

Applications are invited for the following posts:

I. PROFESSOR (4 posts) Qualification/experience: An eminent scholar with published work of a high quality, actively engaged in research, with 10 years of experience in Post-Graduate teaching, and/or experience in research at the University/National level institutions, including experience of guiding research at doctoral level OR An outstanding scholar with established reputation who has made significant contribution to knowledge (specific requirements are mentioned against each post). Pay Scale: Rs. 16400-450-20900-500-22400.

[1] One post in the **DEPT. OF URBAN AND RURAL COMMUNITY DEVELOPMENT**. Essential Requirements: Master's degree in Social Work. Preferable: Specialisation or work experience in the area of Community Development

[2] One post in the **DEPARTMENT OF RESEARCH METHODOLOGY**. Essential Requirements: Master's degree in Economics/Political Science / Psychology / Sociology / Social Anthropology and proficiency in all aspects of Social Research Methodology. Preferable: (a) Experience in teaching Social Research Methodology at the post-graduate level and / or experience in conducting research projects independently. (b) Familiarity with Philosophy of Social Science.

[3] One post in the **UNIT FOR CHILD AND YOUTH RESEARCH**. Essential Requirements: (a) Master's degree in Home Science/Population Studies / Economics / Psychology / Sociology / Social Anthropology / Social Work. (b) Experience in undertaking independent research on issues related to Child and Youth.

[4] One post in the **SOCIAL WORK EDUCATION AND PRACTICE CELL**. Essential Requirements: Master's degree in Social Work. Preferable: Experience in research in the area of Social Work Education and professional practice at the field level.

II. READER (10 posts) Qualification / Experience : Good academic record with a doctoral degree or equivalent published work in the relevant field. In addition to these, candidates who join from outside the University system, shall also possess at least 55% of the marks or an equivalent grade of 'B' in the 7 point scale with letter grades O, A, B, C, D, E and F at the Master's degree level. Five years of experience of teaching and / or research excluding the period spent for obtaining the research degrees and has made some mark in the areas of scholarship as evidenced by quality of publications, contribution to educational innovation, design of new courses and curricula (specific requirements are mentioned against each post). Payscale : Rs. 12000-420-18300.

[1] Two posts in the **DEPARTMENT OF FAMILY AND CHILD WELFARE**. Essential Requirements: Master's degree in Social Work. Preferable: Specialisation or work experience in the area of Family and Child Welfare.

[2] One post in the **DEPARTMENT OF PERSONNEL MANAGEMENT AND INDUSTRIAL RELATIONS**. Essential

Requirements: Master's degree in Personnel Management and Industrial Relations OR Master's degree or equivalent in Business / General Management with specialisation in Personnel Management and Industrial Relations OR Master's degree in Law with specialisation in Labour Laws OR Master's degree in Economics / Sociology / Psychology with specialisation in Industrial Economics / Industrial Sociology / Industrial Psychology.

[3] One post in the **DEPARTMENT OF RESEARCH METHODOLOGY**. Essential Requirements: Master's degree in Economics / Population Studies / Psychology / Sociology / Social Anthropology / Social Work. Preferable: (a) Experience of teaching Social Research Methodology at the post-graduate level. (b) Experience in conducting research projects independently.

[4] Two posts in the **DEPARTMENT OF EXTRA MURAL STUDIES**. Essential Requirements: Master's degree in Social Work / Extension Education / Adult Education. Preferable: Experience of organising and evaluating training programmes.

[5] One Post in the **DEPARTMENT OF HEALTH SERVICES STUDIES**. Essential Requirements: M.B.B.S. degree and Master's degree in Community Medicine. Preferable: Degree or diploma in Hospital Administration.

[6] One post in the **UNIT FOR CHILD AND YOUTH RESEARCH**. Essential Requirements: Master's degree in Economics / Population Studies / Psychology / Sociology / Social Anthropology / Social Work. Preferable: Research experience in the area of Child and Youth.

[7] One post in the **UNIT FOR RURAL STUDIES**. Essential Requirements: Master's degree in one of the Social Sciences or Social Work. Preferable: Experience of working in rural settings and research in rural development.

[8] One post in the **UNIT FOR LABOUR STUDIES**. Essential Requirements: Master's degree in Law with specialisation in Labour Laws OR Master's degree in Economics / Sociology / Psychology with specialisation in Labour Economics / Industrial Sociology / Sociology of Labour / Industrial Psychology. Preferable: Research experience in the labour related areas.

III. LECTURER (7 posts) Qualification / Experience : Good academic record with at least 55% of the marks or an equivalent grade of 'B' in the 7 point scale with letter grades O, A, B, C, D, E, and F at the Master's degree level in the relevant subject from an Indian University or, an equivalent degree from a foreign University. A relaxation of 5% will be provided, from 55% to 50% of the marks, at the Master's level for the SC/ST category candidates, and to the Ph.D. degree holders who have passed their Master's degree prior to 19th September 1991. Besides fulfilling the above qualifications, candidates should have cleared the national eligibility test (NET) for Lecturers conducted by the UGC, CSIR or similar test accredited by the UGC. Candidates with Ph.D. degree are exempted from the requirement of passing the NET (specific requirements are mentioned against each post). Payscale: Rs. 8000-275-13500

[1] One post in the **DEPARTMENT OF CRIMINOLOGY AND CORRECTIONAL ADMINISTRATION**. Essential Requirements: Master's degree in Social Work. Preferable: Specialisation or work experience in the area of Criminology and Correctional Administration.

[2] Two posts in the **DEPARTMENT OF FAMILY AND CHILD WELFARE** (One Reserved for ST). Essential Requirements: Master's degree in Social Work. Preferable: Specialisation or work experience in the area of Family and Child Welfare.

[3] One post in the **DEPARTMENT OF RESEARCH METHODOLOGY** (Reserved for SC). Essential Requirements: Master's degree in Economics / Population Studies / Psychology / Sociology / Social Anthropology / Social Work. Preferable: Formal Training in Research Methodology.

[4] Two posts in the **DEPARTMENT OF HEALTH SERVICES STUDIES** (One Reserved for SC). Essential Requirements: Master's degree in Hospital Administration / Management or Master's degree in Public Health / Community Health. Preferable: Work experience in Hospital Management / Administration or research experience in the field of Community Health.

[5] One post in the **UNIT FOR MEDIA AND COMMUNICATION**. Essential Requirements: Master's degree or equivalent Diploma in Film/Media Production (preferably video) from a recognised University or Institute OR Master's degree in Social Work / Social Sciences, with minimum two years of practical experience in producing Social

Work and Social Science related video programmes.

Preferable: Familiarity with Media / Social Science research.

The prescribed application form, along with the details of qualifications, experiences, etc., prescribed for the post can be obtained from the Assistant Registrar (Personnel), either in person between 10.30 a.m. and 1.00 p.m. and 1.30 p.m. and 2.00 p.m. on working days or by post by sending the request for the same along with a stamped (Rs.12/-) self-addressed envelope and application fee of Rs.200/- for Professor, Rs.150/- for Reader and Rs.100/- for Lecturer by Demand Draft drawn in favour of Tata Institute of Social Sciences, Mumbai. However, those who are interested, at the first instance, in obtaining separately the details of the specializations and other requirements for the posts can do so in person during the timings mentioned above or by sending a self-addressed stamped (Rs.6/-) envelope to the Assistant Registrar (Personnel). For SC/ST candidates the application form will be supplied free of cost on the production of valid caste certificate.

The completed applications together with copies of certificates should reach the Assistant Registrar (Personnel) on or before 30.11.99

Place: Mumbai

**Dr. S.K. Bandyopadhyay
REGISTRAR**

THAPAR INSTITUTE OF ENGINEERING AND TECHNOLOGY, PATIALA – 147 004 (DEEMED UNIVERSITY)

ADVERTISEMENT NO. PAS/6/99

Applications for the following posts are invited on a prescribed proforma obtainable from the office of the Assistant Registrar by sending a Crossed Indian Postal Order or Demand Draft of Rs. 50/- payable at Patiala (Cash Payments will not be Entertained)

S.No.	Name of School	Post	No. of Posts	Specialization
1.	School of Bio-technology	Asstt. Prof.	2	Agricultural Microbiology/ Genetic Engg. & Molecular biology
		Lecturer	1	Food Process Technology/ Bioprocess and metabolic engineering
		Lab. Supdt.	1	Biological Sciences

Essential Qualifications, Experience and Scale of pay for all posts are as approved by AICTE/UGC and as approved by the Institute.

Information giving details e.g. postwise specialization, desirable qualifications, reservation of posts for SC/ST categories etc. shall be available in the information sheet attached with the Application form.

The request for application forms to be sent by post accompanied by a self addressed/stamped envelope(Rs 6/-) will be entertained upto Nov 15,1999.

Completed Applications must reach the Undersigned by November 22, 1999

REGISTRAR



Dr. Babasaheb Ambedkar Open University

Bunglow No. 9, Nr. Dafnala, Shahibaug, Ahmedabad-380 003

Applications are invited in the prescribed printed form available from the Registrar, Dr. Babasaheb Ambedkar Open University, Bunglow No. 9. Nr. Dafnala, Shahibaug, Ahmedabad-380 003 so as to reach him on or before **30.11.99** for the following posts in the University :

NO.	SUBJECT	READER	LECTURER
1.	Gujarati	1 UR	2 (1 SEBC, 1 UR)
2.	Commerce/Management	1 UR	2 (1 SEBC, 1 UR)
3.	Political Science	1 UR	1 UR (Female)
4.	Computer Science	1 UR	1 UR
5.	History	1 SEBC	1 UR
6.	Economics	—	1 UR (Female)
7.	Sociology	1 UR (Female)	1 ST
8.	Hindi	—	1 UR
9.	English	—	1 UR
10.	Public Administration	—	1 SEBC

UR : Unreserved SEBC : Socially and Educationally Backward Class

1. Reader : Scale of Pay : Rs. 12000-420-18300

2. Lecturer : Scale of Pay : Rs. 8000-275-13500

The details of the qualifications for these posts will be furnished alongwith the application form.

These posts carry dearness allowances & other allowances as per rules of University/State Government, and other benefits will be admissible as may be decided by the University/Government from time to time. The candidate from SEBC category shall have to produce certificate from the competent authority to the effect that they are not included in the "Creamy Layer" failing which the application will be rejected.

The prescribed form of application can be obtained on payment of Rs. 50/- (Rs. 20/- in case of SC/ST candidates) payable either in cash or Demand Draft drawn in favour of "Dr. Babasaheb Ambedkar Open University, Ahmedabad." Money Order & Postal Order will not be accepted. The SC/ST applicants will produce a copy of the certificate to that effect at the time of requesting for application form.

Ahmedabad

Date : 20.10.99

REGISTRAR



BIRLA INSTITUTE OF TECHNOLOGY & SCIENCE (BITS)

PILANI, (RAJASTHAN) 333 031.

Adv. No. 2/99/Admn.

Admissions for II Semester 1999-2000

Applications are invited for admission in the second semester starting from January, 2000 in the following programmes :

I. Integrated First Degree programmes (Code:FD) in Group A,B and C leading to B.E. (Hons.); B. Pharm. (Hons.); M.M.S.; M.Sc. (Hons.) and M.Sc. (Tech.) degrees.

Normal Input Pass in 10 +2 from Central / State Board or its equivalent with Physics, Chemistry, Mathematics and adequate proficiency in English.

Note : 1. Since major admissions are made in the first semester, only a limited number of candidates are admitted in the second semester.

2. Admissions are based on the normalised aggregate percentage of marks and there is no separate entrance examination.

II. Higher Degree Programme (Code:HD) : M.E. in Biotechnology; Chemical; Civil; Computer Science. Design Engineering; Electronics & Control; Manufacturing Systems Engineering; Mechanical; Software Systems, M.Pharm.

Duration : Normally three semesters.

Normal Input : M.E.: Biotechnology - Any integrated first degree of BITS or its equivalent with adequate preparation in Bio-Chemistry and Microbiology.

Chemical; Civil; Computer Science; Mechanical - Integrated first degree of BITS in the same discipline or its equivalent.

Design Engineering, Manufacturing Systems Engineering - Integrated first degree of bits in Mechanical or its equivalent or M.Sc. (Tech.) Engineering Technology of Bits or its equivalent with the requirement of taking certain additional courses.

Electronics & Control - Integrated first degree of BITS in Electrical & Electronics/Electronics & Instrumentation or its equivalent.

Software Systems - Any Integrated first degree of BITS or its equivalent with specific prior preparation

M.Pharm : Integrated first degree of BITS in Pharmacy or its equivalent.

Note: For Higher Degree Programme, shortlisted Candidates will be asked to come to Pilani for test and interview at their own cost.

III. Doctoral Programmes leading to Ph.D.(Code:PH)

Normal Input : Any Higher degree of BITS or its equivalent. Any applicant with qualification equivalent to Integrated first degree of BITS will be first examined for suitability to one of the higher degree programmes of the Institute.

Employed Professionals having long experience and proven competence aspiring for Ph.D. programme will be considered under the 'Ph.D. Aspirants' scheme and will be allowed to pursue their research at their own locations of work.

For all details candidates must consult the Bulletin supplied along with the application form.

APPLICATION PROCEDURE

Application form and Bulletin can be obtained from the undersigned against a request on plain paper giving the name and code of the programme for which the application is requested, candidate's name, complete postal address with pin code, the required despatch mode and demand draft details, accompanied by a single crossed Demand Draft drawn in favour of Birla Institute of Technology & Science (BITS), Pilani, payable at UCO Bank, Vidya Vihar, Pilani (Code : 0150) or State Bank of Bikaner & Jaipur, Pilani (Code : 1398) for Rs. 500/- (Registered parcel post) or Rs.600/- (Registered letter/speed post wherever speed post is available) or US\$ 25/- or its equivalent (for sending to foreign countries by Airmail).

Deadline for submission of the completed application forms is 5.00 p.m. on 30th November, 1999.

**ADMISSIONS OFFICER
BITS, Pilani - 333 031**

October, 1999